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ABSTRACT

An analytical field study of 20 students whose first grade low readiness scores contrasted sharply with their ninth grade academic achievement sought to ascertain what variables were associated with such differences. Interview and standardized test data were used to determine the relationships between student development and five nonschool factors: experiential models, motivation, interests, perseverance, and influences/pressure. Data were examined in a four-cell design reflecting combinations of student first grade readiness and ninth grade achievement. It was found that low readiness first grade students who achieved at or above cohort means on ninth grade achievement tests were rated higher on the variables of model, motivation, interest, perseverance, and pressure than students who did not achieve at or above cohort means. Underachieving students were more likely to have had negative models, achievers were less likely to perceive pressure as a significant part of their experience, and low achievers tended to perceive negative pressure as part of their experience. Based on these data and the differences between the students' ninth and eleventh/twelfth grade achievement scores, there is the implication that educators should avoid stereotyping students at any level of school experience. (Appendixes contain information on the history of the study, the forms used in the study, and transcripts of the interviews conducted as part of the study.) (RL)

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# TWENTY LIVES:

## A Longitudinal Study of the Effects of 5 Variables on the Lives of 20 Students who were Low Readiness in First Grade (1964 - 1976)

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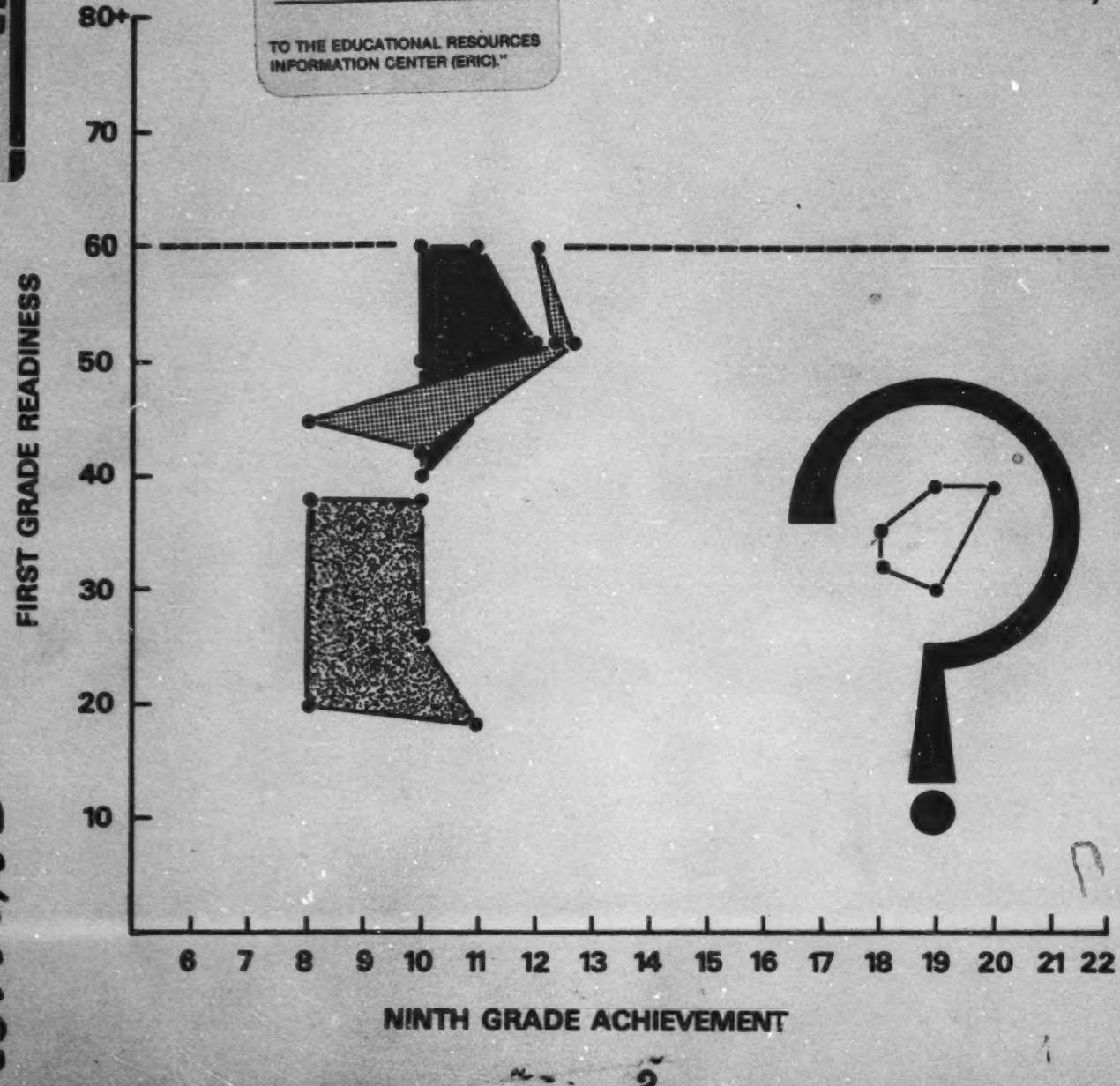


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# Twenty Lives

## Longitudinal Case Studies Of the Effect of Five Variables On the Achievement of 20 Students Who Were Low Readiness in First Grade (196 -1976)

Anabel P. Newman
Indiana University

August, 1978

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ABSTRACT

This longitudinal descriptive field study (1964-1976) presents student and parent questionnaire results, and transcripts of student responses to interviews personally conducted by the investigator. The study:

1. Contrasts the performance of four groups of students, all of whom were low readiness in first grade, but whose ninth grade achievement differed markedly. Responds to the question: "Which variables are associated with the achievement of low readiness pupils over a twelve-year period?"

2. Explores especially the role of five variables (model, motivation, interest, perseverance, pressure) on the academic performance of twenty students (who were low readiness in first grade, 1964) through contrast of achieving and low achieving groups. Presents a rating scale, Newman Analysis of Variables Influencing Reading (NAVIR), to examine the five influencing variables.

3. Examines in case study format the physiological, psychological, cultural, and educational characteristics of these students in eleventh and twelfth grades.

4. Suggests that model, motivation, interest, perseverance, and pressure are influencing variables of considerable dimension in the experience of low readiness youngsters and should be taken into consideration when planning instruction.

5. Recommends specific plans for strategies, organization, and resources when instructing low readiness students.

ACKNOWLEDGEMENTS

This study reflects the faith of many friends and colleagues in the fact that longitudinal research is valuable and worth the effort. I am especially indebted to the Spencer Foundation for the financial support which made the study possible.

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Ray and Margaret Wittrig, without whose "bed, board, and telephone" we could not have completed the study. And certainly to the many other Cedar Rapids staff members, teachers, parents, and students who have been so cooperative throughout!

And, although I have never met Robert W. White, I would like to thank him for his book, Lives in Progress (1952), a book so well written that it might become the model for the twenty-year followup of the Cedar Rapids students!

Finally, to my husband, Philip Newman, whose buoyant companionship, interest, and encouragement "on the road" have made this a labor of love!

APN

# FORWARD

There is the temptation to attribute cause for a student's academic excellence or failure to a few variables which fit the climate of the times or a researcher's point of view. It is doubtful that this study is totally free from these temptations. Thus it might be helpful to state here that the author tends toward the view that a student's academic excellence or failure is determined largely by the interaction of many variables -- not just a few -- in his daily experience. Furthermore, it is questionable whether short-term analyses can reveal fully what influences are operating in a student's development.

In the effort to discover which "factors are most influential in making children life-long learners, not just high scorers on standardized tests" (Lamme, 1967), this twelve-year longitudinal study looks at many components of learning, in home and school environments, in the academic achievements of 20 students who in first grade were categorized as low-readiness.

Part of the impetus to do this research was to satisfy a curiosity as to what really made the differnece with each of these students. A sixth grade followup study using standardized tests suggested that methods and materials had little long-range effect. And a ninth grade followup, again using only the results of standardized tests, found that IQ was the single strongest predictor of success in reading. However, since standardized measures only report status at a given time and on selected variables, the information

which they provided can neither show why some students "make it" despite contrary predictions, nor lead to specific solutions for meeting the needs of low-readiness students. This study suggests that there are considerations other than standardized test results which may have powerful implications for instruction.

In regard to the climate of the times, this is a period of great insecurity. School personnel feel pressed because they are often asked to do the impossible. Many parents feel concern because they believe the schools are not carrying out their traditional functions competently. Administrators are apprehensive because their budgets are shrinking while the demands for their services are increasing. Professors are disturbed because new knowledge is generated so quickly that it is becoming difficult to bridge the gap between theory and practice.

However, despite these anxieties -- and what may often appear as gross incompetence -- in many quarters a distinct growth in the awarenesses of those connected with education can be noted. Steven V. Roberts, referring to the concerns in the Bakke case at the University of California at Davis, states that "admissions officers are more sophisticated about measuring intangible qualities -- motivation, maturity, character -- that do not show up on test scores but often make the difference between success and failure" (Roberts, 1977).

The cover of this report displays in graphic form two aspects of the academic record of these students -- their first grade readiness scores and their ninth grade achievement scores. The question is implied: "Why did one group of low readiness students perform so well at ninth grade while others did not?"

It is hoped that the data presented in this study will enlarge the public view of what does make a difference in the educational experience of students -- particularly those who, as they enter first grade, may be thought of as low-readiness.

By the time this report is published the fourteenth-year followup will be underway. As is the case here, the author will attempt to provide as complete a set of data for future researchers as possible.

APN

## Background & Problem

### The First Grade Studies

The First Grade Studies (1964-65) sponsored by the United States Office of Education sought answers to three basic questions:

1. To what extent are various pupil, teacher, class, school, and community characteristics related to pupil achievement in first grade reading and spelling?
2. Which approaches produce superior reading and spelling achievement at the end of first grade?
3. Is any program uniquely effective for pupils with high or low readiness for reading?

These studies, reported extensively by Bond and Dykstra (1967a and b), provided such longterm benefits as availability of accrued research data for further examination, and beneficial generalizations for improving first grade teaching and supervision (Eller, 1969, p.480). Although answers to the above questions certainly were not definitive, research developing out of the First Grade Studies has continued as witnessed by the study presented herein which grew out of the joint investigation between the University of Iowa, Iowa City, Iowa and the Cedar Rapids Community Schools.

### The Cedar Rapids Study

One of the 27 First Grade Studies (Reid and Beltramo, 1965) to seek information about the reading processes of first grade children

concentrated its efforts on finding solutions to the reading problems of the so-called "low-group pupil." Since the low-group sample examined in the Cedar Rapids, Iowa, study was different from that of most of the other normal distribution studies comprised in what have since come to be called The First Grade Studies, its results were not generally included in the Bond and Dykstra report. However, the Cedar Rapids study (conducted in conjunction with the University of Iowa) was one of the few first grade studies to develop extensive lesson plans particularly suited to the needs of the population with which it was concerned. Many of the recommendations* appearing in the original Cedar Rapids' final report (Reid and Beltramo, ibid.) have since been incorporated into published materials.

Significant also from the Cedar Rapids study were the reactions of both teachers and pupils. Teachers said that they had not realized that low-group pupils could be so responsive and recommended strongly providing different materials (not just the same materials at a slower pace) for the low-group youngster. The children had had attractive materials with which they were consistently successful, and consequently had not experienced the disheartening lack of reward which many low-group first graders meet when they come to school expecting to learn to read.

The Sixth Grade Study

A sixth grade follow-up of pupils participating in the Cedar Rapids first grade study was conducted by Newman in which it was found that

---

*See Appendix E for copy of recommendations.

> "...random assignment of treatment to classroom has neither short-nor long-range effect on later learning characteristics of low-group youngsters (1971, p. 60)."

It was also found that first grade achievement far outweighed first grade readiness as a predictive measure, and that a strong g-factor existed in first and sixth grade reading achievement. At least one-third of the children originally designated as low-group readiness were achieving at or above grade level in reading. Findings concerning sex differences in learning were also noted.

Ninth Grade Study

A ninth grade followup study of pupils who had been part of the Reid and Beltramo first grade sample was conducted utilizing scores on the Iowa Test of Educational Development (ITED) as criterion. Results available in two unpublished studies (Newman and Lohnes, 1974; Newman and Lohnes, 1975), indicate that:

1. The diagnosis of low readiness upon entry to first grade suggests the likelihood of permanent deficit in general intellectual development, even if the child receives competent teaching during the primary school years.
2. The degree of severity of the deficit forecasts the level of general intellectual development assessed at the close of grade nine.

Eleventh and Twelfth Grade Study

A follow-up of the research subjects who were underachieving in reading in first grade (1964-65) has been conducted. Over 400 children were included in the first grade study in 1964-65. Upon completion

of first grade there were 309 pupils with complete records (Reid and Beltramo, p. 129). In eleventh grade 135 of these pupils could be located in Cedar Rapids. It was from these 135 pupils that 71 student and 70 parent interviews were conducted in 1975 and 1976. The breakdown of the statistics involved in these interviews is included in Table 1. The category of Achievers in Table 1 refers to those 89 students who scored at or above cohort mean on any subtest of the Iowa Tests of Educational Development (ITED, Lindquist and Feldt, 1970). Non-Achievers, as designated in Table 1, refer to those 46 students who did not score at or above cohort mean on any subtests of the ITED during the ninth grade testing. A copy of the interview questions for the Eleventh and Twelfth Grade Study is appended. Also appended are Interim Report 1 (11/20/75) and 2 (1/10/76) (See Appendix H). These were informal reports provided to Dr. George Ross, Director of Research for the Cedar Rapids Public Schools, upon completion of one week of interviewing in Cedar Rapids.

All questions comprised in the interview questionnaire for Achievers and Low Achievers--both parent (telephone interviews were conducted with parents) and student (personal interviews were taped for 46 students) have been analyzed. A summary of the findings for both groups, conclusions, implications, and recommendations has been developed (Newman, 1978).

Spencer Study

The eleventh and twelfth grade student interviews raised questions regarding both achieving and low-achieving students. Why, for example, were some students, classified as extremely low readiness in first grade, achieving so well in their junior and senior years in high school, while others who may have seemed to have had more promise in first grade were

TABLE 1

Interview Statistics
for
Eleventh and Twelfth Grade Study

| Type of Subject \ Type of Interview | Student Interviews | | Parent Interviews | |
|---|---|---|---|---|
| | N | % | N | % |
| Achievers (N=89) | | | | |
| March 1975 | 7 | | | |
| May 1975 | 46 | | | |
| Total | 53* | 60 | 49** | 55 |
| Non-Achievers (N=46) | | | | |
| January 1976 | 19 | 41 | 21 | 46 |
| Total | 72 | 53 | 70 | 52 |

*Includes 7 pilot interviews not included in the 11th grade study analyses.

**Actually, the parents of 52 students were interviewed in that 6 students had 3 common parents (P & PH, S & KC, S & SP)

not doing so well? This fact was particularly intriguing since studies conducted with Paul Lohnes on these students had suggested permanent deficit in general intellectual development (Newman and Lohnes, 1974, 1975) for those pupils diagnosed as low entry to first grade.

Since participation in the first grade study (1964-65), the investigator has been interested in the role of variables surrounding children's progress in reading, most especially the interaction of these with each other and the possible effect of such variables on academic reading achievement. The report which follows presents the background, procedures, findings, conclusions, implications, and recommendations which grew out of the development of 20 indepth case studies examining the question, "Which variables are associated with the experience of students who started as low readiness in first grade, but who achieved a measure of academic success in ninth grade?" Particular attention has been paid to the role of five variables (model, motivation, interest, perseverance, and pressure) as they related to the reading performance of these twenty students.

## Related Research

The importance of examining non-school factors in determining where educational research has led was highlighted in the Rand Corporation document How Effective is Schooling? A Critical Review and Synthesis of Research Findings (1972). The findings suggest that much sifting is needed before we can pinpoint what makes a difference in student experience. However, Averch et al do suggest that it is highly important to examine non-school factors as they may be more significant than school factors in the achievement of students.

Paul Lohnes has urged the development of a theory of personality structure as a primary requirement for the evaluation of instructional models.

> LRDC needs a supplementary theory of personality structure to organize its summative evaluation program. Traits and factors should be the concepts of that theory. Intellectual power traits should be emphasized, but substantial attention should be given to motives, values, plans, interest, and attitudes as well. (Lohnes, 1972, p. 33).

Lohnes' insistence over the years on multivariate analysis has struck a responsive note in this investigator's view of what affects student achievement.

Given such recommendations, it was important to examine carefully the histories of these low readiness students to try to identify what might have been operating in their non-school experiences.

Selection of Independent Variables

There is a host of variables which one might examine in relation to school achievement. The role of intelligence, for example, has already been demonstrated in the achievement of these low readiness students (Newman and Lohnes, 1974, 1975). However, through personal interviews with over seventy of these students during their junior and senior years in high school (1975 and 1976), the investigator became more intrigued with the role of five particular variables and what their special contribution might have been to the academic progress of these students.

The investigator was alerted to the significance of three such variables when, as a doctoral student at the State University of New York at Buffalo, she was challenged by Dr. Jeremy Finn to concern herself more with the effect of model, motivation, and pressure than with method and materials as she examined the progress of the Cedar Rapids research subjects at sixth grade (Newman, 1971). In the intervening years she has been increasingly concerned with the role of these variables, as well as in the effect on student reading achievement of two additional variables: interest and perseverance.

The literature (see sections which follow) plus personal research and observation were effective in convincing the investigator that these five variables played a significant part in the reading achievement of students and that the extent of this influence is worth pursuing.

Model. As used in this text, "model" refers to

* A person or object scoring as an example
* A person to be imitated or compared with

The importance of strong models in student experience has been recognized for many years. Kenneth Benne (1943) suggested that the family (model implied) plays an important part in the educational experience of children, but he cautioned that

> "...the proper pedagogical role of the family today cannot be concretely defined without a careful study of the wider community context in all its complexity, confusion, and conflict (p. 14)."

Durkin (1966) reported that early readers come from homes in which there was a willingness to give early help (model implied), in which sibling help was very productive, especially if the age difference was small and the older sibling a girl (model implied), in which parents read to children (model implicit), and in which parents demonstrate in their own lives that reading is a rich source of relaxation, information, and contentment (model implicit) (p. 136).

Harlen Hansen (1969), in a study of early readers, showed that the home literary environment of early readers included parents who read to and helped their children. Hansen concluded that what parents did in the environment mattered more than the environment itself (pp.17-24).

Hanushek, writing in Do Teachers Make a Difference? (1970), cited models of verbal structure and examples of problem-solving as significant aspects of background in student achievement.

Jansky and de Hirsch (1972) provide further support for the importance of model (pp. 101, 115, 120, and 125-27).

The U.S. Commissioner of Education in 1975, Terrel Bell, speaking to the national Parents and Teachers Association convention, cited changing family patterns as crucial in effecting school performance:

> The first five years of a child's life are crucial in developing the child's potential, and the parents play the dominant role in educating the child during those years. (Model implied.)

Alexander and Filler (1976) describe positive behaviors which teachers should model in order to capitalize on their position as "the only adult some students observe using reading as a useful and enjoyable skill" (p. 36). They realize the role of fellow students who often serve as positive models (p. 46), and provide a list of helpful suggestions for reading to students in order to develop and sustain interest in reading (p. 47).

Hochman (1976), writing about gifted children, recognized the role of model when she urged certain behaviors on the part of parents:

> No one knows for sure whether these qualities reflect heredity or environment. Parents and the home atmosphere count heavily in stimulating giftedness. What's needed is a strong mother and father who love, appreciate, respect and trust their children and a home where there is harmony and sharing experiences. Playing games, entertaining friends, playing musical instruments and taking trips are especially conducive to intellectual development (p. 6).

Professor Jack Tizard, president of the British Psychological Society, speaking to the International Conference of Transcultural Psychiatry (1976) supported the importance of proper early environment in the development of intelligence in the young (model implied).

Encyclopedia Britannica (1977) surveyed 2000 high school students and found that 55 percent felt that at least one member of their families had greatly influenced their lives (model implied).

And finally, Smith (1977) examined home educational environment factors and their influence on academic achievement. His findings support the notion that model plays a significant role in the development of youth.

Thus, over the years, it can be seen that model has been recognized as a variable of influence in the reading performance of young people. It may be a critically significant variable in the performance of low group youngsters.

Motivation. As used in this text, "motivation" will be defined as

* That which stimulates to action
* That which provides incentive to action

So much has been written about the importance of motivation to reading achievement that one is almost at a loss to know where to start in recapping the findings. The overwhelming conclusion, however, is that motivation can be a critically important variable. For just a sampling of some of the writing about the role of motivation in student achievement, see U.S.: HEW, Do Teachers Make a Difference? (1970, Carver (1971), Lundsteen (1976), Moorhead (1977), and Roberts (1977).

The Lundsteen document suggests that children have four "allies" inside themselves that can increase motivation to write: (1) self competency, (2) modeling, (3) personal acceptance, and (4) peer status (p. 29). It might be assumed that these same elements of motivation operate to increase the motivation to read. Also significant is the observation from a five-year study by Klemp on motivation:

> ...a person who initiates action and works to dissolve blocks to progress will with few exceptions have the advantage over a person who is largely reactive to events, and who does not actively seek new opportunities, and sees...blocks as truly insurmountable obstacles (Moorhead, 1977).

Klemp examined successful industrial executives, small businessmen, military officers, civil service workers, alcohol abuse counselors, and police officers among others. The findings of this study certainly suggest that motivation must not be overlooked as schools endeavor to fully involve students at all points in the academic spectrum.

Pikulski (1973), examining the possibility of predicting sixth grade reading achievement by first grade scores, suggested the importance of motivation, among other variables:

> It seems quite possible that the intelligence and reading readiness measures are tapping some general background of experience, motivational and/or intellectual factors that play a role in beginning as well as later reading achievement (p. 286).

An interesting observation by Steven Roberts regarding the role of motivation as perhaps superceding or at least complementing standardized test scores appeared in the Bloomington Herald-Telephone, 11/28/77 (from New York Times News Service):

> ...moreover, admissions officers are more sophisticated about measuring intangible qualities--motivation, maturity, character--that do not show up on test scores but often make the difference between success and failure.

Interest. "Interest" for the purposes of this study will be defined as

* That which arouses the curiosity
* That which fascinates or absorbs
* That which holds the attention
* That which causes involvement
* That which elicits concern

Interest is another variable which has long been recognized as important in determining reading behavior: Cleworth (1958), Eller (1959), Durkin (1966), Sauls (1971), Spache (1974), Harris and Sipay (1975), and Alexander and Filler (1976). Spache has said, as a matter of fact, that he considers student interests to be the single most

important influence on attitudes toward reading, while Yarrington (1978) recommends that teachers consider to a greater degree the affective domain -- the feelings, attitudes, emotions, and interests of pupils.

Perseverance and pressure. These last two variables

perseverance
* Holding to a course of action without giving way
* Endurance in pursuit of desired end (steadfastness, persistence, tenacity)
* Withstanding difficulty or resistance

and

pressure
* A constraining influence upon mind or will
* An urgent claim or demand
* A burdensome, distressing, or weighty condition
* Force, as by overpowering influence or persuasion

have much less written about them. Hudgins (1971) mentions perseverance as reflecting attending willingness, and quotes John Carroll as citing perseverance, aptitude, and ability to comprehend instruction as being variables influencing school learning. The Indiana University Newspaper (7/14/77) reporting a study of dropouts, revealed that the students who dropped out were not in academic trouble, but for a variety of other reasons decided not to complete academic work.

## Procedures

### Questions

The guiding question selected for this investigation has been, "Which variables are associated with low readiness first grade students who achieved a measure of academic success in ninth grade." A secondary question also guided the research: "To what degree are the variables of model, motivation, interest, perseverance, and pressure present in the experience of these students?"

### Methodology

This analytical field study of students whose first grade low readiness scores contrasted sharply with ninth grade achievement, is based on interviews as well as standardized test data supplied by the Cedar Rapids Community Schools Office of Research and Evaluation, Dr. George Ross, Director. Questionnaires were developed (see Appendix G) for personal student interviews and telephone interviews of a selected number of students (and their parents) who participated in the first grade research.

A discussion of case study methodology is included in Appendix B, which provides a justification for using the case study approach, which considers certain questions relating to quality control in case study methodology, and includes examples of pertinent case studies.

Design

Twenty of these low readiness subjects were chosen to fit into a four cell design using ninth grade achievement scores on the Iowa Tests of Educational Development (ITED) as criterion. Table 2 shows this design for subject selection. Table 3 presents the group designations, namely:

| | 1st grade | 9th grade |
|---|---|---|
| Group 1: | middle readiness | low achievement |
| Group 2: | low readiness | low achievement |
| Group 3: | middle readiness | high achievement |
| Group 4: | low readiness | highest achievement |

It should be remembered that all of these students had been classified as low readiness in first grade, and it is only for purposes of clarifying the groups that Groups 1 and 3 are classified as "middle" readiness in the listing above.

A second distinction should be emphasized. In 1972-73 these low readiness first graders were in ninth grade. It is at this point that the designation Achiever was applied to the low readiness research subjects who scored at or above cohort mean on any subtest of the ninth grade ITED. The designation Low Achiever was applied to those low readiness students who did not score at or above cohort mean on any subtest of the ninth grade ITED (Newman and Lohnes, 1974, 1975).

Within both groups, low achieving and achieving, contrasts between students having "middle" low readiness scores (Metropolitan raw scores

TABLE 2

Design for Selection of Subjects

| 1st Grade Readiness[1] (Raw Scores) | 9th Grade Achievement[2] Below cohort mean[3a] | Above cohort mean[3b] |
|---|---|---|
| 61-88+ | 0 | 0 |
| 40-60 | 5 | 5 |
| 1-39 | 5 | 5 |
| Total | 10 | 10 |

[1] Metropolitan Readiness Test, Form A
[2] Iowa Test of Educational Development (ITED)
[3] cohort mean: mean scores for all Cedar Rapids students on these tests.
[a] criterion for below: did not achieve at or above cohort mean on any subtest of the ITED.
[b] criterion for above: achieved at or above cohort mean on at least one subtest of the ITED (excluding math).

TABLE 3

Group Designations

| 1st MRT \ 9th ITED | Below cohort mean[a] | Above cohort mean[a] |
|---|---|---|
| 61-88+ | — | — |
| 40-60 | Low Achievers 40-60 Group 1[b] | Achievers 40-60 Group 3[b] |
| 1-39 | Low Achievers 1-39 Group 2[b] | Achievers 1-39 Group 4[b] |

[a] N=10
[b] N=5

from 40-60) and "low" readiness (Metropolitan raw scores from 1-39) are drawn.

It is the contrasts between these various groups which will provide clues to answering the research questions posed above. For example, Group 4 becomes particularly significant in this design as it is from the close examination of the five variables operating in the experience of the students in this group that we should be able to infer answers to the question, "Which variables are associated with the experience of students who started as low readiness in first grade, but who achieved a measure of academic success in ninth grade?" The Group 4 students had been the lowest readiness pupils in first grade. Yet they were achieving significantly by their ninth year in school. The contrast of Group 4 students with the students in the other three groups should be meaningful because:

1. The Group 4 students started at about the same place as the Group 2 students in first grade, yet they are far ahead by ninth grade.
2. The Group 4 students started below the Group 1 students in first grade—yet they are ahead by ninth grade.
3. The Group 4 students started below Group 3 students in first grade—yet they are ahead by ninth grade.

By contrast, the Group 3 students started at the top of the low group (what is termed "middle" readiness above) in first grade. Yet they were purposely chosen because in ninth grade they were not doing particularly well. They could be called Achievers in that they had scored

above cohort mean on at least one subtest of the ninth grade ITED, but their first grade readiness, contrasted with the first grade readiness of Group 4, would have suggested that they should have done better.

The Group 1 students are those who, like the Group 3 students, were achieving in the upper portion of the low readiness first grade. Such a placement might have suggested that they would be able to pull ahead by ninth grade. They did not. At least not as measured by the results of one standardized test. They did not score at or above cohort mean on any subtest of the Iowa Tests of Educational Development. Why? What made the difference, for example, between Groups 1 and 3—especially when they started at approximately the same place in terms of first grade readiness? Or between Groups 1 and 4? Group 4 students started lower than Group 1 students. Yet by ninth grade, they had pulled ahead significantly. What has made the difference?

And finally, Group 2. These are the students who were the lowest of low readiness in first grade, and in ninth grade they had not achieved at or above grade level on a single subtest of the ITED. They have turned out as one might have predicted—if readiness is a trustworthy predictor. Are they consigned forever to such low achievement? Past studies have suggested such to be the case. Only twelfth and fourteenth year follow-ups can provide indications of the direction of these students' actual development.

In order to get at answers to the above questions, case studies were developed on each of the twenty subjects (see Appendix J) which present in list form the categorized data obtained from student and parent interviews on each student (see discussion on "Categorization of Data"

below). This portion of the case studies identified the presence of the five independent variables operating in the experience of each subject. The summaries of this step in the data analysis are included in the body of the report under Findings and round out case studies in Appendix J.

Selection of Subjects

Two criteria for selection of case study subjects were observed: (1) both student interviews (taped) and parent telephone interviews were to be available; (2) students were to be selected whose ninth grade ITED and 11th/12th grade general performance showed the greatest contrast with original first grade prognosis. The first criterion was relatively easy to meet. Meeting the second was involved and demanded time and considerable investigator judgment.

Initially, lists of those students in 11th or 12th grades who had been interviewed by the investigator (52 Achievers and 19 Low Achievers) were developed showing Metropolitan Readiness raw scores ranging from 10 to 60* since that had been the primary criterion for inclusion in the first grade study. These lists also contained ITED scores at ninth and eleventh grades, and, for the Achievers only, notes regarding parent interviews and eleventh grade test scores (see Appendix, Tables 7, 8, 9, and 10).

Achievers (N=52). Next, all Achieving ninth grade students were divided into two groups: those who in 1964 achieved raw scores from 1-39 (N=27) on the Metropolitan Readiness Test; and those who achieved from 40-60 (N=25) on the Metropolitan Readiness Test (see Appendix D), Tables 11 and 12).

From each of these groups, five students were chosen whose ninth grade ITED general performance showed the greatest contrast with original



*See Appendix D for display of Metropolitan Achievement Test (Form A) raw scores and percentile rank equivalents.

first grade readiness prognosis (see Table 4). When two students were tied, the student with most complete data was chosen.

Low Achievers (N=19). The same process described above was followed for low achievers (those students who did not score at or above grade level on any subtest of the ninth grade ITED).

As may be noted in Table 2, there were only five ninth grade low achieving students who had scored in the 40-60 range on the Metropolitan Readiness Test, and therefore all five of these students were included as case study subjects. See Appendix C, Tables 8 and 10, for other data on Low Achievers.

# TABLE 4

## Twenty 11th and 12th Grade Students (Ten Low Achievers[1] and Ten Achievers[2]) Whose 9th Grade ITED Show Greatest Contrast with First Grade Readiness Prognosis

| | 9th GRADE LOW ACHIEVERS | | | 9th GRADE ACHIEVERS | | |
|---|---|---|---|---|---|---|
| | 1st Grade Metro | Name | 9th Grade ITED (15.1 mo)[3] | 1st Grade Metro | Name | 9th Grade ITED (15.1 mo)[3] |
| 40 - 60 | 60 | J.B. | 10. | 60 | T.H. | 12. |
| | 60 | C.Q. | 11. | 52 | D.C. | 12. |
| | 52 | M.K. | 12. | 52 | V.S. | 12. |
| | 50 | R.C. | 10. | 45 | S.K. | 8. |
| | 40 | K.C. | 10. | 43 | J.J. | 10. |
| 18 - 38 | 38 | C.R. | 8. | 38 | C.W. | 19 |
| | 38 | D.F. | 10. | 35 | L.C. | 18 |
| | 26 | E.L. | 10. | 33 | M.F. | 18 |
| | 20 | D.U. | 8. | 30 | P.M. | 19 |
| | 18 | T.C. | 11. | 38 | B.W. | 20. |

[1]Achievers: students within the sample of first grade low reading readiness pupils who scored at or above grade level means on any subtest (except math) of the 9th grade ITED.

[2]Low Achievers: students within the sample of first grade low reading readiness pupils who did not score at or above grade level means on any subtest (except math) of the 9th grade ITED.

[3]Composite Mean: students may have achieved above cohort mean on some subtests even though not reflected in composite scores.

Data Collection

An extensive array of pupil data had been utilized for the sixth and ninth grade studies (Newman, 1971, 1972; Newman and Lohnes, 1974, 1975). For the sake of simplicity and vivid contrast, only first grade readiness scores were used in selecting those twenty students whose ninth grade ITED and/or eleventh or twelfth grade interviews revealed the greatest contrast with first grade readiness prognosis. The rationale behind this was that even though it might be (and in the author's judgment should be) argued, first of all, that first grade readiness scores are not the best predictor of later school achievement, still such scores do figure in the thinking of educators as they handle beginning readers; secondly, that the use of the extremes in each group provide significant contrasts for the elements of model, motivation, interest, perseverance, and pressure operating in the experience of each student; and thirdly, that these were, after all, the scores which had determined a student's original inclusion in the study. However, additional data from these earlier studies were also included for reader reference when they were deemed especially significant. Such gratuitous data included standardized test results, individual and group IQ measures, and personal interviews with students and telephone interviews with parents as described below.

Standardized Test Results. In addition to the raw scores of the Metropolitan Readiness Tests which were used as initial criterion for inclusion in the study, scores on the Stanford Achievement (first grade), the Iowa Tests of Basic Skills (sixth grade), and the Iowa Tests of Educational Development (ninth and eleventh grades) have been included.

IQ Measures. As part of the first grade study, individual Wechsler Intelligence Scale for Children (WISC) tests were administered to all children. The Verbal, Performance, and Full Scale scores collected from these tests are included along with other standardized test score results. In addition, group intelligence test scores (Lorge-Thorndike) from sixth, ninth, and eleventh grades are included.

Interview forms. Parent and student open-ended interview forms had been utilized in the eleventh and twelfth grade interviews. (See Appendix G, for examples of the interview form.) These forms had been designed by the investigator to put the interviewee at ease while at the same time collecting as much data as possible.

Interviews. Student and parent interviews for the 11th/12th grade study had been conducted during the last week of May 1975 for Achievers, and during the first week of January 1976 for the Low Achievers. In each of these cases, both students and parents were notified in advance of the purpose of the interview (see letter from Dr. George Ross, Appendix F ) and were contacted personally by the investigator in order to arrange an exact time for the interview. The student interviews were conducted in person in the three Cedar Rapids high schools, usually in a quiet area where the interview could be electrically recorded without disturbance. The interviews usually lasted between fifteen and thirty minutes. At the beginning of the interview each student was given a copy of the interview form to follow during the interview. He was invited to be comfortable, was informed of the purpose of the tape recording, and was assured that the tape recorder could be stopped at any time should he need longer

to consider an answer. Generally, this was not necessary. However, on some questions, for example, those concerned with perseverance, personal values, and qualities valuable in school, it was often necessary to turn off the machine in order to discuss the meaning of the question.

These interviews were subsequently transcribed and it is from the 137 pages of these transcriptions that the initial sorting of data took place.

Parent interviews were conducted by telephone. Calls were placed during the day, during the dinner hours, and during the evening, depending on when it was possible to reach the parents. Sometimes as many as eight or ten calls were placed before it was possible to contact a parent. Generally it was the mother who responded to the questions. Prior to each interview the purpose of the study was briefly explained again (in addition to the explanatory note in the letter from Dr. Ross), notes were taken by the investigator, and the interviews usually lasted from ten to fifteen minutes each. Parent interviews were not electronically recorded, and the results of the interviews had to be taken directly from the investigator's notes for processing.

Policy on Integration of Data Obtained After Initial Collection

It became apparent during the Spring of 1977 that it would be virtually impossible to incorporate missing data after the initial collections, and after processing had been conducted on any given set of data. For example, even though the investigator did return to Cedar Rapids during the Spring of 1977 to check records on final

high school achievement, and during that time was able to complete parent interviews for two students, the data from these interviews (L.C. and J.P.--females) was incorporated into the records, but parent interview data collations were not revised at this time. This decision was reached regretfully, but finally, with the recognition that "you can't go back!"

Categorization of Data

Using notes taken during parent and student interviews, as well as transcriptions of taped student interviews, a variety of case study summaries was developed. This was perhaps the single most time-consuming process of the entire study. A much more complicated task than originally envisioned, it extended from March 1977 well into the fall of 1977. During this process, the reactions of several readers reflecting varying backgrounds were solicited. Based on their reactions and suggestions, the format as it now stands was selected. This final case study format sorts the data into four major categories: Educational, Psychological, Physiological, and Cultural.* A fifth category, Evaluation, extracts, based on investigator judgment, the most salient features associated with each student. After the final format for the 20 case studies was selected, all data were analyzed and categorized into the major categories. The data were displayed as to whether they had come from parent or student interviews.

It was sometimes difficult to limit findings to a single category. For example, one student (D.F., male) responded, in answer to a question regarding special opportunities, that he had had a chance to take a couple of classes outside of school. His response was categorized as "Educational." It could also have been categorized "Psychological"

*In the context of this study, these four major categories are defined as follows:
(1) educational refers to all of those factors which may in any way be construed as an outcome of the schooling process; (2) psychological refers to the interests, attitudes, and self-concept characteristic of the individual; (3) physiological refers to the physical characteristics exhibited by the individual which might be related to his academic success or failure; and (4) cultural refers to those aspects of a subject's personality which reflect the experiences, standard of living, and values of his environment.

on the strength of the fact that he was willing and interested in taking such classes as an extracurricular activity. He also indicated that he had gotten to work on cars as part of Boy Scouts ("Cultural"), and that he did body work on his cars and enjoyed it ("Psychological"). As may be seen, these categories often overlap and a final decision may be somewhat arbitrary, but in each case the final categorization has been carefully rationalized and the rationalizations from category to category are consistent. Also, the evidence is presented through transcript (see Appendix K ); through first level data analysis into the four major categories of educational, psychological, physiological, and cultural (see Appendix J ); and through case study summaries (see section on Findings) so that the reader may follow the same process should he so desire. In all, the important criterion was a presentation of as consistent a set of categorizations as possible for reader/rater judgment and response.

Identification of Major Variables

After the above process was completed for the 20 subjects, all responses were again examined and if, by investigator judgment, one of the five variables under special consideration (model, motivation, interest, pressure, perseverance) was suggested in the response, the response was so labeled (see pp. 138 to 198 ).

This process of identifying the major variables operating in a given student's experience was commenced in the 11th/12th grade study (Newman, 1978). Parents had been asked as part of the parent interviews if they were aware of any of the three variables (model, motivation,

or pressure) operating in the experience of their son or daughter (Parent Interview, Question 3). In the process of refining their responses, it became apparent that within one category such as "Motivation" parental responses needed further subdivision: intrinsic (self-motivated) or extrinsic (motivated by pay, praise, encouragement, etc.). Even so, for the purposes of the case study analysis, the findings having to do with motivation were categorized under the one heading, "Motivation."

Obviously, there are overlaps in these variables. One boy's motivation may be another boy's pressure. Problems encountered by raters in the process of evaluating the degree of each variable operating in a given student's experience are examined below in the section on rating scales.

Rating scales

The need for rating scales. During the months involved in the initial categorization process, the investigator made no attempt to give value to each variable as it was identified and labeled. For example, if a student's older brother was identified by either student or parent as having served as a model for the research subject, it was easy enough to write "model" to the right of a given response (see Findings). Likewise, when a student characterized his interests as leaning toward electronics or cars the word "interest" could easily be entered as the variable operating. When, however, it came to identifying the degree to which a particular variable operated, the problem became much more involved. In addition to the difficulty of identifying which variable was operating, there was the question of whether, for it became obvious during the interviews that one student's pressure might be another's motivation!

In examining the data and making judgments as to whether or not a particular variable was operating in a student's experience, the investigator also had the advantage of being able to remember voice inflection, the look accompanying an unfinished sentence, a shrug, or the total impression conveyed by the student's demeanor. None of this would show up on transcripts or interviewer notes. But even without the preservation of such refinements, it was still clear that there had to be some instrument which could be used by others examining the same data to validate judgments and check reliability.

Thus, although the design and development of rating scales to measure the degree of presence of model, motivation, interest, perseverance, and

pressure in each student's experience had not been recognized as part of the task in the original proposal, the development of such scales was undertaken during the spring of 1977.

Design and development of the scales. It was Dr. Roger Farr, then Associate Dean of Research and Evaluation for the School of Education at Indiana University, who suggested the development of the rating scales. Scales developed by Laura Piper (1973) were also very helpful, for although her scales could not be used as written, they aided in the conceptualization of a set of scales useful for the examination of the variables under consideration in this study. (The time needed for design and development of these scales was one of the "unforeseens" that made it necessary to extend the original timeline for the study). Copies of the complete NAVIR (Newman Analysis of Variables Influencing Reading) scales may be found in Appendix I.

One of the first steps in this conceptualization was to define in operational terms the variable under consideration. These situational definitions then became the criteria by which presence of the variable was established. A second step was to identify the questions (in parent and student interviews) from which the information could be gleaned. For example, it was determined that student questions 8, 10, 14, and 18 contributed data which could be examined regarding model. In like manner, parent interview questions 3, 4, 5, 7, 8, and 12 provided useful data regarding model. For each variable, the questions referred to are indicated at the top of the rating sheet.

Establishing reliability of the scales. Once the scales were developed it was obvious that raters would be needed to test the validity and reliability of the scales. A group of nine independent raters was enlisted from the Reading Program at Indiana University. These students ranged in

calibre and education from Master's students to advanced Doctoral candidates.

Prior to collecting the student ratings, the investigator used the scales to rate all case study interviews. Her responses were compared to those of a nationally recognized figure in the field of Reading, who was also kind enough to participate in the rating process. In only three instances did their responses differ by more than one level of difference. This unanimity of judgment pointed to a high degree of interrater reliability between at least two Reading faculty members.

Directions to the raters. None of the raters was given any background on the students. However, each was provided the following written directions.

EVALUATE EACH SUBJECT ON EACH VARIABLE.

1. Skim each case study.
2. Use the variable notations to help you make judgments. These are not to be thought of as absolute, but rather to suggest that the variable is present. Context within the interview determined original classification.
3. Rank each student as to whether you believe he has a positive or negative amount of the variable operating in his experience. Your judgment as to how much of each variable is operating in each student's experience is critical. Therefore, you are also asked to tell whether you believe a "high," "can't tell," or "low" amount of influence is operating.*

*Hindsight suggests that a statement such as "How do you judge the variable to have influenced reading?" should be added to these directions. Questions of depth and breadth might also be included.

## Findings

### Introduction

This study investigates the operation of five variables—model, motivation, interest, perseverance, and pressure—in the experience of twenty students who were classified as low readiness in the 1964-65 first grade reading research project in Cedar Rapids, Iowa. It also examines the cultural, psychological, physiological, and educational influences operating in the lives of these 20 students. Using the case study method, contrasts have been drawn between ten students who scored above cohort mean on at least one subtest of the Iowa Tests of Educational Development (ITED) in ninth grade (designated Achievers for the purposes of this study) and ten who did not score at or above cohort mean on any subtest of the ITED (designated Low Achievers in this study).

Each of these groups (Achievers and Low Achievers) was in turn comprised of five students who had received very low readiness scores (below 40 raw score on the Metropolitan Readiness Test) and five who had scored between 40 and 60 on the Metropolitan. The make-up of the four groups was thus:

Group 1. First grade readiness (Metropolitan): raw score between 40 and 60
Ninth grade achievement (ITED): no subtests at or above cohort mean

Group 2. First grade readiness (Metropolitan): raw score below 40
Ninth grade achievement (ITED): no subtests at or above cohort mean

Group 3. First grade readiness (Metropolitan): raw score between 40 and 60
Ninth grade achievement (ITED): some subtests at or above cohort mean

Group 4. First grade readiness (Metropolitan): raw score below 40
Ninth grade achievement (ITED): some subtests at or above cohort mean

Personal taped interviews, later transcribed, were conducted with each of these 20 students during his eleventh or twelfth year of school. Concurrently, telephone interviews were conducted with the parents of these students. Subsequently both student and parent interviews were analyzed and the findings grouped into four major categories for each student—educational, psychological, physiological, and cultural. The findings were then examined to identify the operation of model, motivation, interest, perseverance, and pressure in the experience of each of these students. Following this analysis, case study summaries and evaluations were prepared for each student.

Though perhaps reasonably the transcriptions, data analyses, and case summaries for each student would be grouped together in presenting the findings of this research, this investigator decided that to enhance the readability of this presentation for those concerned primarily with its conclusions while at the same time supplying the entire set of data for those who wish to examine the study in great detail, it would be advantageous to include only the case summary and evaluations in the "Findings" section of this paper while including the data analyses and transcriptions as appendices.*

Thus, the Findings section which follows includes case study summaries and investigator evaluations for each of the twenty students. The case study summaries are arranged under two major headings (Low Achievers and Achievers) and under these two major headings, subheadings

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*The initial categorizations of data (educational, psychological, physiological, and cultural) with identification of the variables—model, motivation, interest, perveverance, and pressure—are included in the Appendix. Transcripts of student interviews are also included in the Appendix. (See Appendixes J and K respectively).

to correspond with the group designations provided above. Each group of five is followed by a summary of the findings for that group. Within groups, the individual case study summaries are arranged in order according to Metropolitan scores, so that in each group the reader will examine from high to low readiness student results. A contrast of the Low Achieving and Achieving Students is also included.

The section also includes the findings on the independent variables—model, motivation, interest, perseverence, and pressure—by groups and with summaries.

In conclusion, the section of Findings responds to the research questions posed at the outset of the study.

Ten Longitudinal Case Studies: Low Achievers

Group 1: J.B. (male). Educationally, J. began to take more interest in school after he got to high school. He had always liked math and gym, so it was not suprising that in high school he responded most positively to, and felt most capable in, these areas. He was achieving above average ITED scores in math by 11th grade. According to his mother, J. "reads a lot in his room, and admits to enjoying reading if it's a good book." He says he reads about a book a month, although he claims to have never liked English. He was reading The Hobbit at the time of the interview. J. hopes to attend college and intends to pursue math, machine work, and possibly history. He thinks that he has about a "B" average in this, his senior year of high school.

Psychologically, J. has always been a quiet boy, according to his mother. He was given encouragement and praise for work well done, and recognized by teachers as a boy with a good business head. He has worked for the local paper as an office carrier for 6-8 years. In first grade he received a WISC performance score of 114; in 8th grade his Lorge-Thorndike total IQ scores was 100. He thinks of himself as motivated by curiosity and eagerness, and places value on family and friends. He wants to keep on learning. His ability to handle pressure well appears to J. as an important characteristic. "I can handle what other kids can't handle. They can't get too much pressure on 'em."

Physiologically, there seem to be no special concerns. J. has a twin sister, and fits into the middle of his large family of brothers and sisters.

Culturally, J. comes from an economically deprived family. There have been few job opportunities for him, but he does not appear embittered by this circumstance. His mother completed a 9th grade education, and divorced J.'s father. She did not know how much education he had had. There are 10 people in J.'s home, a home in which his mother exists on less than $4,000 per year, and cherishes support and love as being most important for her children

Evaluation, J.B. J. illustrates how an average boy, whose mother had little time to lavish on any one child, can pull ahead by his senior year in high school. J. was still below cohort mean on all subtests of the ITED at ninth grade, even though his first grade readiness score might have predicted greater gains. His progress by eleventh grade illustrates how interests can finally exert enough pressure on academic performance to make a difference.

Group 1: C.Q. (female). Educationally, C. got off to a very slow start in school and did not begin to change status until 7th or 8th grade. She remembered grade school as hard, although she claims a poor memory and remembers few specific grade school experiences. By contrast, she has liked high school, finds it much easier than grade school, and suggests that perhaps "I've gotten smarter." She has liked math, social studies, and adult living courses most in high school, and language least "'cause I can't write." She was still a below cohort mean achiever on standardized measures at grade 11.

Psychologically, C. has looked to her older sister for help. No strong interests have emerged for C. yet, but her own self-concept is reflected in the fact that she would change the bigness and cliques at school.

She has no hobbies or special interests, but does like to get out and says she likes to read "if it's good." (She is currently reading Dibs in Search of Self.) She reports reading about four books a month.

No particular physiological influences were mentioned or apparent.

Culturally, C. is not aware of any special opportunities in her life. She did say, however, that she and her family used to go camping and on trips "all over the state." She thinks of herself as inner motivated, and she values love most af all. She has worked regularly at K-Mart. A much loved aunt in New York has probably served as model for C. Her mother's interest in having C. continue with music was thwarted because of "conflicts."

Evaluation, C.Q. C. appeared to the examiner as a diffident, insecure, and somewhat withdrawn person who is obviously responsive to love (value: love with everybody) and friendship (Question 18: friends and teachers have influenced). She has no clear career direction yet,

no interest or hobbies other than work, dating, and a good time, but she was conscious of the problems of a society in which great differences exist (Change school? Eliminate the bigness and cliques).

Her only above cohort mean score through school appeared at 6th grade in the ITBS map skills subtest. One might hypothesize that her experience in travel gave her an edge at that level over her classmates. Otherwise her school experience appears to have been uneventful. Even though her progress has been adequate, there has been little to suggest anything other than very average performance--much what might have been predicted given the first grade readiness score of 60.

Group 1: M.K. (male). Educationally, M. is a boy who from first grade has had little interest in school, has had lots of fights in school (even with principal), and who has as models three older brothers who have dropped out of school and a father and mother who finished 11th and 12th grades respectively. His mother, bitter and depressed in her responses, indicates that if she had the rearing of M. to do over, she would want him to have more homework. There was little respect for school expressed during her interview. M. reads if he is interested, and he sees his attendance for the past two or three years as being a strong influence on his school standing. His favorite subjects: metal shop, language arts, American studies. Least favorite: science and math.

Psychologically, M. cites his brother as an influence, sees himself motivated by interest, and valuing money. He originally wanted to go into the Army or be a policeman. Now he thinks he might work in a hospital as an aide. There was considerable bitterness expressed.

Physiologically, Addison's Disease has undoubtedly influenced M.'s school performance and career choice.

Culturally, M.'s father, a truck driver, has also suffered many physical problems. M.'s father completed 11th grade; his mother graduated form high school. Their annual income, reported at an average of $8,000, apparently varies from year to year depending on how much they are able to work (the mother works "off and on").

M. likes to hunt and swim, has enjoyed summer camping, and recognized the influence of his girl friend. Apparently M.'s parents did not influence his brothers' decision to drop out of high school.

Evaluation, M.K. M.'s home life (economic insecurity coupled with a lack of awareness of the advantages of education) would seem to compound the problems of an extreme physical handicap and produce a pronounced negative influence on M.'s school achievement.

Group 1: R.C. (female). Educationally, R. responded positively to grade school. However, her mother had second thoughts about sending her to school so young. "She was younger in starting school (than her peers and siblings) and had bad speech problems." Several of the mother's other responses also indicate this same recognition of the need for more time to grow up. "What do you think is important in child rearing?" "Not sending them to school too early." "Do you have any second thoughts about the way you raised your son/ daughter?" "I don't think I'd start her before six. More time, more patient." Mrs. C. also noted problems with first grade teacher, knew that R. was in a special study, and knew she was a poor reader.

R. has not liked high school, has not felt that it has adequately prepared her for what is to come. (Part of this may be attributed to wrong decisions about course work made as the result of counseling with older sister.) She has preferred typing and math to other subjects such as science (". . . because of the teacher") and American studies (". . . because of government topics"). Her work in the office of her high school perhaps puts her in a better position than most to recommend that the "administration should get closer to the students--be out in the halls."

She reports reading 10 books in the last week. Reads ". . . if I can find a good book." But reading depends on interest, currently it is mostly mysteries and stories about girls.

Although R. did not qualify for inclusion as an achiever due to 9th grade ITED scores, she did achieve some above average scores in 6th grade ("Capitalization," "References," and Arithmetic "Concepts") and in 11th grade (Language Arts "Usage"). She would like to attend Coe College in Cedar Rapids.

Psychologically, R. has maintained about average scores on the various IQ tests administered over the year. She has no hobbies, but has always participated in sports. Her motivation seems to come from observing what others are doing. She values her friends, and will persevere if she is interested and likes the job. She has been influenced in many ways by her older sister.

R. sees herself as progressing from "extreme shyness to outgoing." She began to change when ". . . it dawned on me that I'm sooner or later going to have to get out on my own; so there's nobody else that can do it for me." She has indicated a preference

for hospital work. (Interviewer note: "She is a beautiful, shy girl with everything matched perfectly, nail polish freshly applied, hair long, curled. All-in-all a lovely person who would seem to have potential for developing into a mature, poised woman. I hope she doesn't sell herself short.)

Physiologically, R. presented an extremely attractive appearance, had had no apparent physical problems, was the middle sibling of three still at home (her sister has helped her make decisions, some of which she regrets), had had bad problems with speech (went to speech therapist for two years).

Culturally, R. comes form a lower middle income bracket family ($10-15,000 annually), her parents are high school graduates (father has had one year of college), and both have worked regularly. Apparently they have given little help with school work or reading, although R. is conscious of the influence of her sister. The family is busy together in the summer, "we camp a lot."

Evaluation, R.C. R. may illustrate some of the language problems of being launched too soon with little time to catch up, and, as a middle child, little opportunity to emerge on her own until high school. Obviously, a student of poise and potential, she will need time to mature and gain confidence in her abilities.

Group 1: K.C. (female). Educationally, K. has never scored above grade level on any standardized test in school. She has no interest in reading, and greatly prefers her high school to her grade school experience--perhaps for the wrong reasons. "There (grade school) you had to sit down and study . . . . high school's great . . . . Classes are hard, but they're easy enough to get by, you don't have to really stretch yourself."

Two or three events were remembered as significant from K.'s grade school experience: 1) She hated 3rd grade because her teacher insisted she write right-handed. "I didn't go to 3rd grade at all. I felt like I was sick every day . . . I wanted to do it my way. So every day I'd get up (and say), 'I don't feel good, Mom!'" K. now writes right-handed; 2) She went steady in 5th grade; and 3) She liked 6th grade best because of the teacher ("Mrs. G., she was like a mother to me; she taught math.") Interestingly enough, despite this positive contact with her 6th grade teacher, math is a least preferred subject in high school. She likes most other subjects, except social studies, "I can't get the dates straight."

K. values teachers and friends who have helped her through school: "It had to be the teachers. . . coming after school . . . their time and patience." And she values the opportunity to go to school and graduate, "that I didn't have to."

Psychologically, K. has scored average on every IQ measure except the 6th grade L-T, --an interesting correlation with her own attitudes toward school. She is people-oriented (values? "My friends, family, employer;" qualities? "groupness, I'm not a loner"), enjoys her work at pre-school, along with cooking, and ceramics. She would have changed her elementary school experience: "I'd like to do something about the kids cutting other kids down. Cause everybody's equal . . . if they have feelings about another kid, go ahead and say it." "Counselors, I don't know . . . they listen . . . and answer the same thing." She considers her motivation to be based on personal and peer interest. "And of course if the gang's doing it, you know." And to have considerable perseverance. Her career goals point in quite different directions: work with pre-schools or interior decoration. She has had experiences with pre-schoolers; not with interior decoration.

Physiologically, one major factor which stands out is the handedness shift which took place in 3rd grade. K. is the oldest child.

Culturally, K.'s mother was not aware of any influences of model, motivation or pressure existing in K.'s life, although the parents have also valued companionship and good guidance, and K.'s grandmother was a teacher. Little help has been given by the family, although the family has spent much time together in camping and in working at the filling station owned by Mr. C. Each parent graduated from high school and although the annual income varies depending on business, it averages at $12,000 according to Mrs. C.

Evaluation, K.C. Perhaps the fact that K. has "never had to" really stretch herself accounts for the mediocre performance she has always given in school. Although not yet achieving at grade level averages by 11th grade, she has appeared to make steady academic progress and may have been more deeply injured psychologically by the handedness shift than anyone realized. For one with average or below average intelligence scores, this process of catching up seems to take time.

A very people-oriented person, K. probably reflects quite accurately the lower middle class values held by her family.

Group 1: Summary. For these Group 1 students who were the top of the low readiness pupils in first grade the question might be asked, "Why didn't they do better?" Why, at ninth grade, did they not receive an average or above average score of any subtest of the ITED? No one variable can be said to explain the experiences of the Group 1 students. One student's large family and meager economic resources seemed to mitigate against his achievement. For another,

lower than average IQ might explain his modest progress. Lack of interest and opportunity, physical problems, immaturity -- each variable played a part of varying magnitude in the experience of these five students who scored in the upper third of the low group first graders, but who by ninth grade did not receive an average or above average score on any subtest of the ITED. And so, even as we ask the question, "Why didn't they do better?" we are able to answer for ourselves as we see the various forces exerting themselves in each life.

Group 2: C.R. (female) Educationally, C. has waged an uphill fight throughout her academic career. Difficulties in speech and hearing undoubtedly contributed to the problem. In addition, Mrs. R. indicated that although C. got glasses, she refused to wear them. C. attributes improved grades in high school to her own increased interest in what she was doing. Her mother states that C. was paid for every A. C., however, gives no credit to her parents, but rather strongly resents the fact that they did not have more education.

Her mother indicated that C. was read to regularly and given some help with reading.

C. remembered a host of details about her grade school: She disliked first grade intensely (except arithmetic which she still likes); met lots of friends in grade school; had a rather traumatic boost in reading from an aggressive 2nd grade teacher; realized even in 3rd grade that she responded well to material she was interested in; was commended on her fine writing; developed an aversion to social studies ("I didn't care that much about what happened in the eighteen hundreds"); developed a little interest in music ("I enjoyed it; we sang Christmas song to our folks"). C. was equally verbal concerning her high school experience, she expressed particular appreciation for the different nationalities ("So many people I want to get to know. No time. Best way to get to know others: group participation, like group reports"); has appreciated business work and sewing and cooking; but continues to dislike reading as well as gym, science, and consumer economy. She would like to attend the local Junior College for three months in order to develop skills as a key punch operator which she considers to provide "good money" and be fun. She has gotten some A's in high school, but her first A in junior high was a milestone.

Psychologically, C's early I.Q. scores were undoubtedly influenced by her physical condition. (Her grade shcool scores ranged from 72-93. By 9th grade she was scoring 98 on the Lorge-Thorndike group intelligence test. Examiner not: C. would appear

to have average or above I.Q.) C. has had a hearing aid, glasses, and evidences a slight speech impediment. Along with these physical problems, however, exists an indomitable will to succeed--whether C. recognizes it or not. What may be categorized as stubbornness in one situation, most surely comes out as perseverance in another. ("I remember my teacher saying I was a slow reader . . . I know I was a slow reader, but it gave me a bad feeling about myself . . . like it's my fault . . . I tried to improve.")

Psychologically, despite the handicaps recorded above, C. is a preeminently attractive person (interviewer's note: C. is an adorable, friendly blond, with pixie smile and considerable sensitivity about speech.) C. was born to elderly parents, as she phrased it ("Mother got me after 60 years!"). Her mother is now paralyzed and has regular therapy. When C was a child it was recommended she have her tonsils out. This did not help, and the parents were then counseled to get her a hearing aid. This they did. She had speech instruction from elementary through 8th grade. The problem was finally diagnosed as nerve loss in the left ear, and she was given a hearing aid which she will not wear "because I wear my hair behind my ear sometimes." C.'s account of her feelings about others' reactions to her situation was one of the most touching accounts in any of the interviews:

> I feel as if I'm helpless when my hearing, you know, about my speech, and it gives me a bad feeling . . . I feel hurt down inside me because of my speech, because there have been so many kids in my school years that have teased me, and I try to tell 'em, try and explain, they will not listen, they will not understand . . . In grade school, they teased me all the time, and in high school and junior high, they finally laid off. I finally told them to bug off!

Culturally, the R. family has not been close. The gap of so many years was apparently difficult to bridge. Mrs. R. considers herself very religious and attributes C.'s birth after so many years as answered prayer. The father, now 69, is retired, but helps around the house to compensate for Mrs. R.'s invalided state. Neither parent graduated from high school (father 10th grade; mother 9th). Their annual income is less than $5,000. C. indicated that both parents and an aunt have influenced her to want to go to college. The interview with Mrs. R. lasted 45 minutes.

Evaluation, C.R. Born of aging parents, C. has had severe physical problems throughout her school experience in both speech and hearing. Her situation, which illustrates the overwhelming influence of physical impairment and psychological mismatch with parents, also demonstrates the possibilities of achievement of the human spirit in the face of severe odds.

Group 2: D.F. (male). Educationally, D. expressed positive feelings toward his elementary and high school experience. However, he "didn't like the reading part" of language, and nominated language as his least preferred subject. He has liked math and shop classes ("I've always went to other stuff, industrial arts and stuff like that"). Although D. did not score at or above cohort mean on any subtest of the ITED in 9th grade, five subtests of the 6th grade ITBS did show such above average work, and as an 11th grader he scored high on both the "vocabulary" and "science" subtests of the ITED. He described being able to take automotive classes outside of school as a "special opportunity." His personal interest in automotive work undoubtedly led him to suggest that schools should provide more classes that the students like. "There are some industrial arts classes that a lot of kids would like to take, but they don't have a chance to get into them . . . You can't take engine rebuilding unless you have all those required."

Psychologically, D. has received slightly above average IQ scores in 1st, 6th, and 9th grades. His score of 117 on the WISC performance subtest in 1st grade suggested even then his preferences for performance over verbal skills. Mrs. F. was unaware of anyone serving as a model in D.'s experience, although she did indicate that he has come out a lot since meeting a young friend recently.* He has been a quiet boy who "holds things in." (D. reported that he went out for basketball once and track twice. He says, "I had friends in that.")

When asked about interests and hobbies, D. responded: "I like to work on cars, I like cars. I like to ride my motorcycle. I like to drive, stuff like that." He considered the body work he did on his car as "a special opportunity." He is motivated by interest; values education, job, and happiness; and sees himself as persevering "if it's something I like." He considers himself as a responsible, friendly sort who has grown steadily in his ability to learn. To the interviewer this seemed a fair assessment.

No particular physiological influences are apparent. D. had his appendix out in about 5th grade. "I'm the oldest child (out of four half brothers and four half sisters)." Only one half brother remains at home.

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*Undoubtedly D. has been influenced by the fact that his father is a mechanic and that D. has worked with his father in his own garage for two years. The mother also works with the husband, and foresees that D. "will probably go on with something mechanical." D. himself predicts that he will work in a garage, "It'd be hard for me to get away from it. I've been around it all my life."

Culturally, D.F. comes from a middle income family($15,000 net) in which parents talk freely about the facts of life ("no hush-hush on sex or anything; just took things as they came; talked about babies if it came up"), and value "lots of love" in child rearing. Mrs. F sees her willingness to "love" and ask what they do "as being influences in D.'s upbringing."

The family has spent lots of time together in work, recreation, and companionship, and D. was regularly read to. Mr. F. completed 8th grade; Mrs. F. finished high school. D.'s current parents were married 18 years ago.

D. has enjoyed his experiences in Boy Scouts ("we went a couple of nights a week once every two weeks and worked on cars and stuff like that"), as well as camping with the family in Minnesota where they go almost every weekend. "I like to water ski," says D.

Evaluation D.F. An example of the coincidence of student and family interests and inclinations. Would seem to illustrate the overriding influence of familial interests and commitments over those of the school.

Group 2: E.L. (male). Educationally, E. considers himself to have had a good education, and intends to continue after high school graduation. Although E. had trouble in 1st grade, he says he felt all right about grade school generally, but was enthusiastic for only one subject area--industrial arts. In fact, he would favor being able to go one more year in high school in industrial arts if that were possible. "I'm not really looking forward to leaving school, I'd like to even have another year. Just take that all in industrial arts . . ." He likes to read if no one pushes. E. had appeared as a below average student in 9th grade (no subtests at or above cohort mean); however, by 11th grade both his science and social studies subtests on the 11th grade ITED were above cohort mean. He judges himself to have achieved a "B" average.

Psychologically, E. sees personal encouragement, interest, and pressure as being the special motivation in his experience. This clear-eyed, unhurried young man was impressive to the interviewer for his thoughtful responses, obviously well-established career directions, and achievements in electronics despite what had been measured as below average IQ. He is an independent boy who is aware of significant influences in his experience, and is finding important career unfoldments which seem to be compatible with his interest and abilities. Special projects lately have included a five tube radio and amplifier and a solid state camera which he entered in the Cedar Falls Industrial Arts Fair. E. values the opportunity to do things creatively with his hands. Hunting and fishing in quiet; listening. He perceives the qualities of understanding, honesty, and a desire for education as having been important in his experience. His mother spoke of E. as a quiet kid at home,

who does not talk about his problems. She indicated that a course in psychology has helped a lot.

Physiologically, there seems to be little of special note. E. wears glasses and is the oldest of four children.

Culturally, E. appears to have had a supportive home environment with parents of low socio-economic status (annual income $10,000) who value education. His father works in maintenance at a local plant; his mother cares for four boys. They are all high school graduates.

Evaluation, E.L. It seems apparent from examining E.'s interviews that he was given support (pressure?) from home to achieve (his father paid him for grades, but that was given up); that this pressure was combined with opportunity (his work in the electrical store, his industrial arts class, his reading of Popular Electronics), and as E. states, ". . . the opportunity to do things with my hands creatively"; and model (he spent the weekends with his father--loved hunting and fishing together). E. sees personal encouragement, interest, and pressure as being the special motivation in his experience.

This would seem to be an example of a quiet, introspective boy who started 1st grade with a low readiness score (26) and whose IQ scores have been persistently below average, growing up with interests maturing in a very direct line, nourished by a felicitous mix of model, motivation, pressure, interest, and perseverance.

Group 2: D.U. (male). Educationally, D. has been influenced by an older sister and a younger brother, each of whom gets better grades in school than he does, "They would come home with A's and B's; I'd come home with C's. I kinda got my head together (3.3 gpa) now." A second major influence in D.R.'s experience was undoubtedly the 4th grade teacher who ". . . taught me almost everything I know." D. was an all-state basketball player in high school who characterized himself without embarrasment or arrogance as "the best basketball player in Cedar Rapids, and one of the best in Iowa." His one academic memory of note was the special spark of interest in writing which was set in 3rd adn 4th grades. "I was really excited about that." He has continued to enjoy writing in high school, classifies language arts as a favorite subject, and intends to pursue secondary education and sports as a career. Although reading is not a favorite pasttime, he recognizes its need for successful college work and so has dug in and read regularly. He enjoys hunting and fishing in addition to other sports, likes being out-of-doors, and works on cars as a hobby.

Psychologically, there seem to be aspects of pressure, motivation, and interest intermingled in D.'s experience. He is an active person who does not like to sit around, has worked hard to help at home and in buying his own car, appears appreciative of benefits received from family and friends, and has set realistic goals for himself. He values his family, girlfriend, and her family, job, car, and health; sticks with tasks; and generally conveyed the impression of an ideal player -- competent, fair, humble, but with a drive to win.

Physiologically, D. immediately impresses one as the ideal basketball player he is. At 6'10" he towers over most classmates, and it seems hard to imagine the intimidation he claims to have experienced as a sophomore from, as he called them, "the long hairs." Other than his size, there appeared to have been no physiological factors contribuiing in any special way to his experience. As indicated above, he is the middle child of three.

Culturally, D. comes from a lower socio-economic background. His mother, divorced from a disabled husband for 16 years, works in a school kitchen and does parttime catering. She earns less than $4,000 annually. The mother and older sister helped D. with questions as he went through school. Both father and mother were high school graduates.

Evaluation, D.U. Undoubtedly, size and interest in sports have combined with personal drive and family support to develop this extremely able and personable young man. His achievements certainly belie his slow start in 1st grade and very low readiness score (Metro 20).

Group 2: T.C. (female). Educationally, T. spoke highly of her grade school experience. "It was my favorite part of school so far." She remembered special teachers and described in detail their methods. In fact, her perceptions of why teachers were effective (or not so!) suggests that she had a fairly solid sense of what constitutes a good learning environment -- at least for students such as she. For example:

> I remember Mrs. Farris. I had her for math class. She was a good teacher . . . She took time out to help. And she wanted you to get your work done, but would make sure that you had time to get it, and if (you) didn't, she'd separate you and talk to you for a while during class to make sure you are getting it.

Her descriptions of experiences with a music teacher, two social studies teachers and a science teacher (see transcript in Appendix) suggest the depth of impression such experiences have

on the grade school student who may not be quick in some areas. Possibly her continuing interest in math ("I just enjoyed math . . . It runs in the family. Everybody enjoys, is good in, math") caught a responsive chord in Mrs. Farris. Anyway, that interest in math has continued throughout high school.

In addition to math T. also indicated preferences for language arts, typing, and shorthand. She has continued to be stymied by science, however: (I've only had one science teacher that really helped me and that was at Madison School, but during junior high and grade school I didn't really have that much help in science at all. I didn't do good in it at all." Again, her perceptions of why she has not done well in science are probably pretty much on target:

> I just get C's or D's you know, cause I don't think the teacher took enough time, cause he may know it, see we don't know it, and language and math are part of an everyday thing, so of course you're going to catch on to that. Science, you don't look through a microscope every day. It's hard, like they expect you to know the names of everything, every element, everything like that, and it's not easy at all. They don't take enough time out to really show you, and tell you, what it's really like. Like science is another subject you have to know and that's it! I'm just here to teach you and that's it! I think it needs a lot more help.

Thus it may be seen that interest has played an obviously significant part in the educational experience of T. as have teachers who have known how to tap that interest.

Psychologically, an interesting thing seems to have occurred in T.'s experience. In first grade she received IQ scores of 79 and 113 on the Verbal and Performance subtests of the WISC. Her slightly below average scores on the WISC (full scale, 94), and 6th and 9th grade Lorge-Thorndike would seem to be quite consistent with the below average scores whe had received academically on every standardized test she had taken (with the exception of one subtest of the ITBS, "Graphs," in which she scored above cohort mean in 6th grade). What seems unusual, however, is that this student was one of the most verbal interviewed. Her transcript was 11 pages; others were usually about 7. Her mother indicates she started school when she was barely five and was very immature. "Catching up" may be part of what has been going on with T.

Other interesting circumstances have surrounded the growing up of this girl who wants to be a legal secretary (even though her mother thought she might head for nursing). She always seemed

to need to prove herself to her dad, according to her mother. And according to her mother, it may have been this inclination which caused her to leave home so young. "We love her and want her anytime. She knows this, but we can't force her. She's so independent. She won't let us get near her now. She's got to do everything her own way." In T.'s words:

> When I was at home I didn't want to do anything. When I'm on my own . . . you feel more like I'm on my own now. I'm the one who has to get my grades up, nobody else can. So, I study hard for everything now, Before I just didn't care. I watched TV all the time; there wasn't anything else for me to do. When you start having to babysit all my little brothers and sisters and everything like that.

Although T. was a "poor" reader in 1st grade, according to her mother, she was "always fascinated by books." This seems to be born out by her current love of reading. "I read all the time now . . . Sometimes I read a book in two days." She described her mother's going to garage sales and buying boxes of books which they would both read avidly. But noted that she doesn't read as much currently because she's studying more now that she's out on her own.

She sees her motivation as curiosity, will work under pressure if it's her job, but "if I'm pressured to do something stupid or little . . . or somebody pressures me for no reason at all, for something that they could do but they jsut want me to do for them . . . I mostly do things on my own."

Her values include school, job, and her writing. She had kept a journal which her mother read, and this prying may have been what caused T. to leave home suddenly. "There were things in there that aren't for her to read, the whole thing isn't for her to read, but she read it and just went kapooey. This is just in the last two months, too. So I haven't been writing down anything I value anymore. It isn't so personal anymore."

Her ability to persevere has undoubtedly picked up since she's been on her own. She doesn't want to be a deadbeat. "I like to get around and do things and meet people and communicate with them and understand 'em, and get out with them. The only time I'm not honest is when I might hurt another person. I don't wnat to be in between a fight or something like that."

Career plans?: "I'm going to college . . . and be a legal secretary, try to get that in the background . . . and have children.

Physiologically, no special influences seemed apparent, although T. did say that she had just recently gotten out of the hospital.

Culturally, T. comes from a lower middle class family with an annual income of $10,000 for a family of seven. Her father graduated from high school after returning from the service. Her mother was also a high school graduate. Both parents have worked -- the father as a machinist, the mother at the local radio plant when the kids were little. The parents have provided both model (the mother reads voraciously) and motivation (paid and praised for grades) and have exerted very little pressure in terms of school. Her mother would spend more time with T. if she had it to do over. She realized that T. has resented her position as oldest of five children.

T. is not conscious of many special opportunities other than occasional trips. But she looks forward to travel, and getting to know about things. Fascinated by travel, she has ". . . been on every kind of transportation there is except for train, a boat, and a trolley train."

Evaluation, T.C. Fiercely independent, T. did not find herself academically until she got away from home and the pressures of being the oldest child. Although she still was not performing at or above grade level by 11th grade (see ITED scores), the improvement is marked nevertheless. In seven of the eight subtests she has bettered her score over that which she received in 9th grade. (See, for example, the vocabulary subtest scores: 9th grade -- T. received a score of 1; 11th grade -- subtest, 13!)

In T.'s case, the responsibilities attendant on independent living have seemed to exert a healthy influence. Change in verbal abilities from very low 1st grade status to extremely articulate 12th grade abilities stands out dramatically.

Group 2: Summary. These students, who scored extremely low on readiness in first grade and who also scored below cohort mean on all subtests of the ITED in ninth grade, prompt the question, "How could they have survived as long as they have?"

Their experiences seems to illustrate the importance of not making hasty judgments based on the results of standardized test scores. In each case, the student had not caught his full stride by ninth grade. To have predicted high school achievement on the basis of ninth grade standardized test scores (to say nothing of first grade readiness!) might have severely limited the student's eventual achievement.

In terms of achievement, academic and otherwise, three of the five students, by the eleventh grade, were achieving above grade level on one or more subtests of the ITED. One student achieved a

"B" average by his senior year, though he had not achieved at or above cohort mean on even one subtest of the ITED in ninth grade. One boy received honors for his development of a five tube radio and amplifier and a solid state camera. One was judged outstanding player in basketball at the state level. One girl had moved far beyond physical impairments by senior high school, having received her first "A" in junior high.

In examining the data on these students it can be surmised that two were clearly motivated by a supportive family and definite career goals. One was driven by an intense personal drive to overcome the embarrassment caused by undereducated and aging parents. One moved out of her parents' home while still in high school in an effort to assert her independence. She reported that this drive for independence and the responsibility she assumed in her new setting were what kept her in high school.

Thus, even though these students would seem to be the least secure of the four groups academically, having received readiness scores in first grade below 40 (Metro raw scores) and below average ITED scores in ninth grade, still it must be admitted that their steady development warrants respect and warns against stereotyping at any level of development.

Ten Longitudinal Case Studies: Achievers

Group 3: T.H. (male). Educationally, T. achieved more above cohort mean scores in 6th grade on the ITBS than any time before or after, although math scores in 9th grade, and social studies and science scores at 11th grade were above cohort mean. His mother indicated that his grades have improved in the last two or three years. T.'s responses to grade school and high school were quite passive, although never negative. He perceived the teachers as being good (as did his mother, "The Cedar Rapids' teachers are generally really good.") and although he cited science as a least preferred subject, he did better in science than in most other subjects.

Psychologically, T.'s mother reported that T. had an average amount of interest in becoming a reader, but that his interest has picked up lately. His father has provided incentive for T. on occasions such as a birthday in which the father gave $100 (he had given each child the same for birthdays that year) for anything T. wanted. T. chose a television for his own room. The model of his Navy father has also apparently inspired his decision to join the Navy as a career. T. is a boy who accepts discipline readily, cannot understand why kids fool around in school. "I don't understand why some of the kids go to school . . . if they don't want to learn . . . skip classes and all that other stuff. Why don't

they just drop?" To this interviewer, T. appeared quick and friendly with few frustrations. He collects coins, stamps, and old metal which he and a friend search out with a metal detector.

T. does not think of himself as a reader, although he does read the newspaper. "That's different," implying that the paper provided things which he needed and were of interest. His motivation? His dad and earning money. His parents have paid him for honor-roll grades for the past few years. Values? People and animals. Ability to persevere? Yes, in math.

Physiologically, T. is the oldest of three brothers. No other influences apparent.

Culturally, the H. family is a middle income ($17,000) blue collar family. Both parents are high school graduates and, as is often the case in military families, the father is the disciplinarian, but "mostly by talking." Mrs. H. cites a neighbor girl who read to the boys as a possible model for them, and indicated that she always took the children to the library, even before school. The family appeared to be a close knit group who work, study, and play together.

Evaluation, T.H. T. seems to be an average boy whose academic growth has been steady, but only slightly above that which might have been predicted for him given his 1st grade readiness scores. His career goals seem strongly influenced by the dominant male figure in the family.

Group 3: D.G. (female). Educationally, D. has responded positively to her whole school experience, especially high school. "Oh, it's a beautiful experience. I love it, and if I had it to do over again, I wouldn't change it." She has been especially influenced recently by a friend (Vicki) who "gets straight A's and was always interested in school." D.'s own grades have stabilized between a B and a C, with math and science as her favorite subjects. Her academic record reflects this influence, for five subtests of the 11th grade ITED are above cohort mean.

Psychologically, D.'s interests include volunteer work at the hospital, playing the guitar, and swimming. She enjoys reading -- had just completed a good horse book, but could not remember the name. Although her first grade WISC test showed above average scores (Verbal 106; Performance 129; Full Scale 119), she has made only average scores on all the group IQ tests taken since then. She sees interest as her prime motivation, values friendship, and claims ability to persevere -- most especially as illustrated by her volunteer work at the hospital.

Physiologically, no special factors apparent other than D.'s position as oldest child in a family of three.

Culturally, D.'s family is probably middle income, although the wife declined to quote annual earnings with the comment, "That's my husband's business." Her father is a sheet metal worker, and her mother works as a nurse's aide. The husband graduated from high school; Mrs. G. from 7th grade. She was very non-committal in the short parent interview. However, she did share the facts that praise and encouragement were the most important things that happened to D., that she had been paid 50 cents for every A, and that a high amount of help has always been given by the family. Her mother characterized D. as always having been a good reader. Apparently no time was spent together in work and recreation, but the child was read to regularly and the father answered questions and requests for help. D. indicated that her father thinks school is important. She also recognized travel (many trips to Arizona, for example) as a special opportunity.

Evaluation, D.G. There seems to have been a nice intermingling of motivation (parents praise, encouragement, and pay), and model (help given by the family and a girl friend who gets straight A's) in the experience of this student coming from an average, middle class home who, by 11th grade, has achieved above average scores on the composite as well as four subtests of the ITED.

Group 3: V.S. (female). Educationally, V. has made dramatic gains, although it was only through one subtest, ITED "Usage," that she qualified to be considered among the Achievers. She told of her experience in 4th grade in which she received help from a classmate and "she just helped me so far that it just pushed me up ahead." And she started writing stories for the heck of it. She has studied hard in language, and languages, literature, and reading now qualify as her favorite subjects. "French is coming." These subjects, which could of course lead to satisfying career commitments, did not reflect on the ITED.

Her description of one social studies teacher is noteworthy in that it provides a prototype for competency based education (see Appendix). V. describes her as strict in her grading system, but notes that time was no element. There was immediate feedback. Study guides were provided for notes. V. felt accomplishment in receiving a B even though she was one of two sophomores in a class of juniors and seniors.

Psychologically, V. is a girl who has pushed over the years to get ahead of her older brother, who has a wide variety of interests, and who has found such satisfaction in writing that it may develop as a career commitment although at this time she is "not sure which college she will attend and has no long range plans." Her values? Writing, good books, friendship -- the best.

She suggests that her two year's work on a bedspread demonstrates that she can persevere as a task. She sees her ability to observe and her sensitivity to others as special strengths.

Physiologically, there seem to have been no particular influences. V. is the second oldest child.

Culturally, both V. and her mother acknowledge the role of two very good teachers as significant in V.'s growth. Her parents rewarded the children with $1.00 for the best card, and $1.00 for every A -- and as an added incentive, report cards were placed on the family bulletin board. This, said her mother, was good incentive to keep the grades up. Additionally, the father urged increasing vocabulary. In fact, in reviewing V.'s "cultural" items (see Appendix) it can be seen that elements of model, motivation, pressure, interest, and perseverance mingle throughout. Mr. S. works in the local Collins radio plant, but Mrs. S. has no idea how much he earns. "He takes care of the bills." Mrs. S. regretted her own poor performance in reading. She is currently trying to get a cake business started. "I've had to lean on the children (even the boys) to help with the dishes."

Evaluation, V.S. Although V. is barely in the Achiever group, she gives promise of a productive adulthood. Openly grateful for influences received in school, V. is probably a good example of an average student from a supportive homelife who will continue to grow in interests and achievement.

Group 3: S.K. (male). Educationally, S. has had an unsatisfactory experience since about 6th grade. First it was an overly restrictive school atmosphere, and later in high school he was not interested in what he perceived to be the area of major emphasis -- sports, and he soon alienated himself from identification with high school even though he did serve as high school photographer. Even so, S. has achieved above cohort means on four subtests of standardized measures: 1) on 6th grade ITBS in graphs; 2) on 9th grade ITED in science; and 3) and 4) on the 11th grade social studies and science tests. Pressure has been exerted by the home for S. to achieve in school: in elementary school he was tutored in reading and sent to summer school. However, the attitude S. communicated in the interview was one of riding out his high school experience until he could do something he was really interested in.

Psychologically, S. is a person of many interests -- one of which (photography) will probably become a career commitment. Interestingly enough, this commitment was peripheral to all school subjects and grew out of a volunteer activity. S. recognized that he will have to commit some time after high school to raise his

grade point average before entering a major university, but has no concern because he knows that at that time he will be involved in things he really enjoys. His mother's noncommital attitude in the phone interview, plus her statement, "I've been a rotten mother," adds to the picture of a boy who finds, as yet, little sympathy from his surroundings. His mother's statement that no time was spent with S. in work, study, recreation, or companionship may speak to the issue of his having developed interests in a variety of solitary pursuits. S's birth as the youngest of three children may have had some affect on his psychological outlook, but, if so, it was not apparent in parent or student interviews. S. came across to the interviewer as artistic, sensitive, thoughtful, curious, and purposeful.

No special physiological aspects were noted.

Culturally, S. comes from a middle class family (the father is a machinist; the mother a hospital superintendent) in which at least one parent seemed quite defensive about the upbringing of her son. The son, on the other hand, uttered no negative comment about his home -- only about the school. S. recognized the strong peer influence in his experience. Mr. K. is a high school graduate; Mrs. K. completed 11th grade. Annual income was not stated.

Evaluation, S.K. It might be said that there were certainly elements of the five variables -- model, motivation, interest, perseverance, and pressure -- operating in S.'s experience; but that the uncongenial match between S. and his school setting did not seem to have maximized this potential.

Group 3: J.J. (male).* Educationally, J. has undergone a remarkable change in the last two years, according to his mother. She gives credit for the change to J. In turn he sees his parents and brother as being a continuing influence for achievement in his life. J. is a student who responded favorably to both high school and grade school, although he indicated a preference for high school. Preferring language arts to science and math, J. also has interest in sports and music. Only one ITBS subtest score ("Spelling") qualified J. to be included in the Achiever category. However, all of his 11th grade ITED subtest scores (except "Reading") were slightly higher proportionably than those he had received in 9th grade.

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*J. was interviewed in the pilot study and thus the order and scope of questions differs somewhat from that of other interviews.

Psychologically, J.'s bright, articulate responses and A-B grade point average belie the below average Lorge-Thorndike scores received at 6th and 9th grades. Mrs. J. says that there has been a high degree of interest on J.'s part to become a reader. Contrariwise, J. indicated he does not enjoy reading. However, he has currently been reading The Killing of Sharon Tate. He is interested in sports (swimming, bowling, and baseball) and music. He finds himself motivated by other people and values friendships, family, job and a good career. Pay for exemplary grades in 7th and 8th grades was ineffective. Future plans include attending college at Ames or SUI with an intention to study journalism for magazine or newspaper writing.

Physiologically, the only factor which might bear on J.'s school experience are slightly crossed eyes. J. is a tall, tanned, and slender young man.

Culturally, J. comes from a family of above average education (father graduated from Northwestern; mother has a three-year diploma) and above average income, although Mrs. J. declined to provide a figure. The father is an electrical engineer; the mother works at a hospital. J.'s apprecaation of the example of his parents and brother was evident in the interview. Mrs. J. said she felt the most important things that happened to J. in terms of model, motivation, and pressure were those that occurred out of school. He was helped by his mother when possible and by his dad in math. Mrs. J. characterized the parent-child relationship as one in which time had been spent together in work, study, recreation, theater, movies, and companionship. She characterized their family as "stay-at-homes." J. saw their travels to other states as special opportunities.

Evaluation, J.J. Given the below-average scores which J. received on all IQ tests, except the 1st grade individually administered WISC, it would seem that he could be characterized as an overachiever. Family background has most assuredly contributed to his fine performance.

Group 3: Summary. Although these students did perform at or above grade level on at least one subtest of the ITED at the end of ninth grade, they were selected for study because their composite ninth grade ITED score was relatively low in comparison with their relatively high score on the Metropolitan first grade readiness test. In other words, they should have done better, compared to the students in group four who were low of the lows in first grade but by high school are performing above cohort mean on the ITED. Why didn't they? In examining the summaries of the first four students it would seem that family background might be the limiting variable, while for one student in the group (J.J.), below average intelligence may be the limiting factor -- even in the face of strong family support in terms of model and economic advantage.

It is noteworthy that the parents of most of the students in this group encouraged and even pressured their children to be successful in school, but may have failed to provide the model which might have inspired higher achievement.

Group 4: C.W. (female). Educationally, C.'s achievement test records show what she is winning! She was in the middle group in 2nd grade; the top group in 3rd grade. Most of her 6th grade ITBS scores were above cohort mean, and all 9th and 11th grade subtest scores of the two achievement tests administered were above cohort mean. She is in all top groups in high school. C. has always liked school, been avidly interested in reading (no help given, said mother) and been given support with schoolwork as needed by her family. She has seemed to have an ideal attitude for making the most of her education.

Psychologically, one of the most interesting aspects of C.'s psychological development is the growth in verbal abilities that has taken place since 1st grade when she scored 82 on the WISC Verbal and 103 on the Performance subtest. C.'s verbal abilities, in the junior year of high school, by contrast to the 1st grade assessment, could be considered nothing less than outstanding. C. will probably go on in nursing. But she has well developed interests in music (plays flute in the band, sings in a school group) and drama ("I go out for plays when I can") as well as a deep religious commitment -- she does things because "I've accepted Jusus Christ as my personal Savior, and I feel he wnats me to win and keep ahead." She sees love as her greatest motivation. Religion in daily life is her most important value. C. is not afraid to be alone in her opinions, and considers her ability to independently figure things out as her most valuable personal quality.

Physiologically, there are no apparent untoward conditions influencing her. C. is a middle child (2nd to oldest) of four.

Culturally, her family environment has been extremely supportive; the children were read to regularly. Parents are both high school graduates (the mother has had one year of college). Both parents work full time, the father as a painter and the mother probably works as a secretary. Their annual income totals about $15,000.

Although no particular help was given with reading, Mrs. W. indicated that a high amount of help had been given with school work generally. Her cordial, verbal responses were freely given and seemed characteristic of the good listener which C. remembered as an important influence in her growing up. Mrs. W. had three important precepts to share regarding child rearing: 1) discipline: have rules and live by them; 2) figure things out as a family (what is right for one may not be right for another); 3) common

sense. Were there 2nd thoughts on rearing C.? Perhaps she had pushed too much. C. considers her waitress work at Long John Silver's a special opportunity.

Evaluation, C.W. The interview with C. was tremendously satisfying because of the outstanding progress she has made in every aspect of her life. Her "variables operating" sheet shows a strong intermixing of model, motivation, interest, and perseverance; some pressure was also exerted. Again, a striking example of outstanding student achievement in the face of modest beginnings.

Group: L.C. #2* (female). Educationally, L.'s mother's comment that she has "always been studious" suggests why her 6th, 9th, and 11th grade standardized test scores were all above average. But why has she always been studious? Some of the description of of L.'s cultural background may explain. Otherwise, without careful observation it would be difficult to attribute cause for the outstanding progress made since 1st grade classification as "low readiness." L.'s favorite subjects in 11th grade were math, French, and language arts. She would change schools by having classes which have more discussions.

Psychologically, it is difficult to say why L., in her junior year of high school prefers to be alone, loves to read and gets books regularly from the school library, likes the challenge of studying and succeeding in math, and hopes (and plans) to enter the legal profession someday. She characterizes herself as a loner except for a few close friends whom she cherishes because good, close friends are hard to come by.

Her memories of grade school include kids making fun of her because she has a "goody-goody." But her mother says that she has always done things well, but she is not a bookworm. The mother cited an adult friend, a policeman, who has been like an uncle who may have exerted a special influence in L.'s life. Her motivation is from within. In fact, she says that she does not like to do things if she gets paid for them. Her mother indicated the family has praised and encouraged good work but has not paid for good grades. L. recognizes the influences of a very close girl friend on her life, and suggests that her own shyness has been abated by discussion in the humanities classes.

Physiologically, a car accident in 1976 has since given L. problems with one arm. She is the middle child of five.

Culturally, one might ask if the influence of the mother whom L. cites as "her best friend" may not have played a highly significant part in L.'s development. Mrs. C. indicated that she played

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*The #2 refers to the fact that in the 11th/12th grade study two female students each had the initials L.C. They became L.C. #1 and #2.

games with her five children even though she worked. The mother cited manners, morals, encouragement, love, and friendship as important in rearing. "I think the kids know I love them," was her closing comment in the interview. Mrs. C. took the kids to the library regularly, offered praise rather than pay for good work, answered questions and requests for help, but "tried not to do it for them," and encouraged the children to better themselves. As L. characterized her mother: "My mother and I are very close, and she just kinda doesn't push me into anything, but yet you still kind of get it done. She encourages my activities." The C.'s are a blue-collar family earning about $14,000 annually. Mrs. C. started last year as a bakery clerk. Mr. C. drives a truck for the city, but has been ill recently. He graduated from 8th grade; Mrs. C. from high school.

Evaluation, L.C. #2. Here is a student who has steadily improved over the years in all academic areas, and whose IQ has improved markedly (see academic record page), and whose career plans are directed towards the study of law. To know that it can be done, and to gain hope from the doing -- this is surely the message in this student's performance.

Group 4: M.F. (male). Educationally, M. has memories of a rather hard grade school experience ("It was work!"), and reserved reactions to high school ("Mobility is ok"). His mother speaks of his "eyes going dead in 1st grade, and they were dead until about 5th grade." M. referred to very unhappy encounters with his 1st grade teacher. By his junior year in high school M. preferred the more academic areas of science and social studies over auto mechanics and woodworking. He has achieved above average scores on 6th, 9th, and 11th grade standardized tests.

Psychologically, his mother views him as a TV person, who started snapping out of his lukewarm attitudes toward reading in about 6th grade. She has offered praise and encouragement when results were seen; but has also exerted pressure when grades were not good enough. By 11th grade the family was paying for good grades. M. identifies his interests as skiing and radio, indicates he enjoys reading "if it's good," and is currently reading science fiction. M. says he responds best to praise; values church, keeping in shape, and his grades.

Physiologically, there are no apparent influences other than the fact that M. is an only child.

Culturally, M.'s mother has provided a supportive atmosphere for intellectual growth. She read to him, took him to the library, spent time with him in work, occasional study, recreation, and companionship, but assured M. that "not everyone has to go to college.

Even so, Mother wanted and expected him to go to college. "He will probably be an accountant."

Both M.'s parents are school teachers. Their combined earnings (ca. $30,000) placed them in an upper middle class socio-economic category. M.'s mother indicated they should have had another child -- they would have been more lenient. M. felt the pressure from his family for there "was lots of criticism from mother because she wanted me to do better."

Evaluation, M.P. Here is an example of a student for whom education and parental expectations have undoubtedly played a determining role in achievement.

Group 4: Ph.H. (male). Educationally, Ph. remembered little about 1st grade. His mother remembered him as a poor reader and suggested it may have been that the young, inexperienced 1st grade teacher had a low expectancy for black students. "The 2nd grade teacher was experienced and Ph. went to the top of the class," according to his mother. Ph. did remember his 2nd grade teacher. "We wrote things . . . a great teacher." He also remembered the sports in his grade school, as well as social studies, Spanish, and science in high school -- subjects preferred in that order. But the outstanding thing about Ph. has been that he scored above cohort mean on every subtest of the 6th, 9th, and 11th grade standardized tests (except 11th grade "Science").

Psychologically, Ph.'s interests have centered on sports and he has been inspired to achieve by his parents and the success of older brothers and sisters. Even though his mother observed that Ph. has had only a modest interest in becoming a reader, he does expect to attend college, and has obviously fulfulled all of the reading requirements for successful high school achievement.

Physiologically, Ph. had problems in speech, as did his twin brother. He and his twin are No. 6 and 7 of twelve children.

Culturally, models abound for Ph.: his parents, his older brothers and sisters, relatives -- all of whom appear to be achievers. Both parents are readers, the father spends a great deal of time playing games with his children, and older siblings have helped with math and reading. The father is a highly successful physician in the area. Both parents are college trained, and the family income is over $20,000. The mother was highly verbal and appeared in the telephone interview to be intelligent, concerned, and to have a fine sense of humor. Mrs. H. thinks that one important aspect of raising a large family is that competition not be emphasized in the family. This would seem to be a family in which such an outlook on pressure has kept family relationships warmly supportive. In terms of motivation, the children have not

been paid for grades, but have received abundant encouragement. Ph. was always read to regularly, and there are "gobbs of books around."

Evaluation, Ph.H. Here once again seems to be the ideal mixture of home environment complementing fruitful school experience to the benefit of a responsive, cooperative child. Although Ph.'s IQ was slightly below average in 1st grade, his 6th and 9th grade IQ scores were above average. And what a record! His scores certainly turned upside down the early readiness prediction of low group!

Group 4: B.W. (male). Educationally, the single most significant happening standing out in B's memory of grade school was the positive response, in 2nd grade, of teacher and class to a story he had written on the board. "They all laughed and I enjoyed their laughter." B. decided then that he liked to write and this decision has remained with him since that time. He continues to prefer language arts, most specifically journalism (he's on the high school paper); and also science. He does not enjoy math. With the exception of this second grade highlight and his participation in sports, however, B. feels he has gotten more out of junior high and high school than grade school. He achieved above cohort mean scores on all subtests of the 9th grade ITED.

Psychologically, although B. was only modestly interested in becoming a reader, according to his mother, he is a boy who can become deeply absorbed in something which interests him. "He has high goals and a lot of pride, and although he has to study hard, he is willing to put in a lot of time, and has a high degree of self-discipline. He has wanted to be an achiever." B. likes to "try everything." He enjoys boats, water and snow skiing, tennis, and golf. He speaks of himself as enjoying reading and participating in the Directed Individualized Reading Program (DIR) at his high school. His motivation seems to be intrinsic. ". . . Just to be able to complete it, to finish it, and to do well in it." B. plans on college and intends to go for either writing, science, or dentistry. He sees his personal interest in others as an important quality, and he also believes his desire to be a perfectionist has strongly influenced him. He's conscious of being independent and straightforward, "a natural good guy," highly self-propelled.

Physiologically, B. characterized himself "as a little midget to most people around here," although he's "number one son" of five children.

Culturally, B. has been supported at home in academic work. "We've sometimes helped with papers and themes." Both parents have answered questions, although B. was not read to a lot. His parents are economically well off ($35-40,000), with his father serving as vice president for a moving and storage firm. Interestingly, B.'s mother has felt her self-perceived weakness in verbalizing may have hindered B. in his early school experience.

B. sees himself as a late bloomer. "I was scared in elementary school." He recognizes travel as an opportunity he has had, and sees peers as exerting considerable influence. A 20 point difference between 1st and 9th grade IQ scores seems to be an interesting commentary on the value of supportive environment.

Evaluation, B.W. The advantages of an economically secure home added to a joyous, outgoing personality has seemed to produce a "most likely to succeed" young man, despite low readiness beginnings and below average IQ in 1st grade.

Group 4: Summary. This group would seem to promise the most grist for thoughtful study, for it is from this group of five students who were some of the lowest of the low in first grade, that ninth grade achievers emerged. Without exception, each was achieving at or above grade level on every subtest of the ITED. What made the difference? Why are these five students so far above the other 15 students in high school achievement when they started at about the same place as the others in first grade -- in the low group.

Careful winnowing of the characteristics which might seem to make the most difference for these students brings out the following: with one exception (L.C.) the parents are college graduates. In three instances incomes are above $30,000. For all students there was positive family support and strong models. In each instance there was strong motivation to succeed on the part of the students.

In terms of the influencing variables which have been the primary focus of this study, it should be noted that with each of those students, a high measure of model, motivation, interest, perseverance, and pressure -- in the very best sense -- was present. For example:

--model: very strong models have been present in the experience of each of these students, as may be seen by pursuing the "cultural" sections of the preceding case studies.

--motivation: these are five highly motivated students, aware in their assessments of what made a difference in their experience and eager to acknowledge such motivation where appropriate.

--interest: each of these students had broad, clearcut, interests which have received family support. These interests have continued to develop over the years.

--perseverance: undoubtedly, although not always recognized by the students as an influencing variable, perseverance has certainly turned out to be a characteristic of each.

--pressure: these are students whose parents have exerted encouragement, discipline, and kindly persuasions at appropriate times in their children's development. Few regrets are expressed. They have been on the scene, working with and for the best interests of their children.

Contrast Between Achievers and Low Achievers

If these students are considered as two groups -- Achievers and Low Achievers -- a number of generalizations emerge concerning the variables operating in their experience. Overall the Achievers scored higher on standardized measures of IQ and exhibited fewer physical problems that would tend to negatively affect their school achievement. The mean income was higher for families of Achievers. The parents of Achievers placed considerable emphasis on model and motivation while consciously exerting a minimum of pressure. The interests of Achievers mainly included sports / out-of-doors, arts / crafts, and hobbies. Intrinsic motivation as well as such extrinsic motivation as praise, pay, or competition were a positive influence on the success of many Achievers. Thirteen percent more Achievers than Low Achievers responded positively, and without qualification, concerning their ability to persevere.

Generally the Low Achievers not only scored lower on IQ tests, but -- unlike the Achievers -- many of them had physical problems serious enough to hamper academic success. Characteristically, the

parents of Low Achievers exerted pressure on their children to succeed, but did little to provide positive models or motivation. Low Achievers showed a wider interest in sports / out-of-doors than Achievers -- with football, hunting, and motorcycling being their most frequent choices. Though intrinsic motivation represented by interests and desires was sometimes acknowledged as a source of motivation for Low Achievers, they nevertheless felt that such extrinsic motivation as pressure and influence had been a more powerful source of motivation. Fourteen percent of the Low Achievers gave a qualified positive response to questions concerning perseverence. And finally, in contrast to the Achievers, the Low Achievers had had fewer opportunities for intellectual stimulation, and their career plans were less specific and ambitious.

## Findings on the Independent Variables

### MODEL

Group I - All five students acknowledged the presence of models in their lives -- largely positive. One student reported negative peer models (drop-outs, drug addicts, and jocks). Three mentioned mother reading to them as children.

Group II - These students cited a variety of models including parents, siblings, friends, teachers and athletes. Despite low achievement, a majority of these students were reportedly read to as children by their parents. Most of these parents had steady jobs. For one student, parent's low education was a source of bitterness and embarrassment. Most parents were reportedly responsive to children's questions.

Group III - Three of the children were read to regularly. Parents' education level varies from seventh grade to college degree. Four acknowledged either siblings or peers serving as models.

Group IV - With one exception, parents of these students have a higher level of both education and income than parents of students in other groups. All noted their mother's or both parents' help, encouragement, and reading to them as children. Each student acknowledged peers or siblings serving as positive models.

Summary. Most of the students of all four groups recognized that at some point in their education the influence of a model (parents, teachers, siblings, peers) had played a part. This, along with perseverance, may largely account for the fact that the students in all four groups reached high school. (See Newman, 1978 in progress.)

Between the ninth grade Low Achievers (Groups 1 & 2) and ninth grade Achievers (Groups 3 & 4), however, an interesting difference occurred. While 20 percent of the students in Groups 1 and 2 mentioned being influenced by negative models, no such admission was made by the Achievers.

Important, and corroborative of past research, is the fact that the parents of the Group 4 students had, with only one exception, a higher level of education and income than the parents of students in the other groups. Thus, it might appear that parent education and socioeconomic status (SES) play a more decisive role

than model. However, what seems more likely is that these variables supplement and complement each other and cannot be isolated. All students in Group 4, for instance, mentioned that either a mother or both parents had helped, encouraged, and, in particular, read to them as children. Peers or siblings were also acknowledged as being positive models.

These data, therefore, suggest that a positive model (a negative model was never mentioned) may have been a strong influencing variable in the experience of the Achievers. Further study should be undertaken to determine:

1. Whether there are critical periods in a student's experience when the presence of a positive model could play a significant role.
2. Whether it makes any difference what kinds of models (parents, siblings, friends, etc.) are present during a student's development.
3. Whether the type of model (authoritarian, indifferent, supportive, etc.) is critical.
4. Whether positive vs. negative models are critical.

## MOTIVATION

Group I - All five students specified some type of extrinsic motivation, generally in the form of help and encouragement from parents and teachers. Two claimed intrinsic motivation in the form of curiosity, intense interests, and eagerness to learn.

Group II - These students seemed to respond to a preponderance of extrinsic motivation with only two making any mention of intrinsic motivation. With one exception, children were paid for grades and all reported encouragement from parents. One acknowledged competition and another the desire for a good job to be sources of motivation.

Group III - As with the previous two groups, the occurrence of extrinsic motivation far outweighs the presence of intrinsic moti-

vation. In this case extrinsic motivation took the form of pay for good grades, encouragement and help from parents and teachers, competition, and the desire for future financial success. Three acknowledged personal interests, curiosity, and a willingness to accept responsibility as forms of intrinsic motivation.

Group IV - For three of these students intrinsic motivation seemed to be a major factor, particularly for C.W. and B.W. High goals, pride in good grades, satisfaction of a job well done and religion are examples of this type of motivation. For every student in this group, encouragement and praise from parents was acknowledged to be a major source of extrinsic motivation. Two students mentioned being taken to the library and two mentioned being read to as children.

Summary. Even though the differences in types of motivation operating in these students' experience seems to be slight, there does seem to be a slight edge toward intrinsic motivation for Achievers. (See Table 5.)

TABLE 5

Contrast of Types of Motivation

| Group | Extrinsic | Intrinsic |
|---|---|---|
| 1 | 5 | 2 |
| 2 | 5 | 2 |
| 3 | 5 | 3 |
| 4 | 5 | 3 |

Note. Numbers represent verified mention of motivation operating in student experience.

This is in contrast to the findings of the 11th / 12th grade study in which it was reported that Low Achieving students were more often intrinsically motivated (Newman, 1978a). But the important finding from the examination of motivation seems to be that there is some form of motivation operating in the experience of these low readiness students who succeeded in high school, be it extrinsic or intrinsic. The implication of these findings must surely be that educators must be aware of what motivations are operating for each student in order to provide the most effective learning situation for each. The educator should also, if possible, discover whether the student is motivated by extrinsic or intrinsic motivation at a given level and provide motivation accordingly, knowing that the ultimate goal of education must be that the individual assume responsibliity for his own learning and be intrinsically motivated in order to find fulfillment.

## INTEREST

Group I - Most students in this group had little initial interest in reading and read little now. No clear-cut pattern of subject likes and dislikes emerged though none expressed a liking for reading or language arts. Industrial arts, home and commercial arts were favorites. Three expressed an interest in some form of sports while another designated dating and good times as her highest interest.

Group II - No clear-cut pattern of interests emerged in this group. Most had moderate or low interest in reading with only one expressing initial high interest. No pattern of favorite subjects was evident though several preferred industrial arts classes. Interestingly enough, two specifically liked language arts while two specifically liked math. Social studies was disliked by several. All enjoyed some form of sports. Four expressed some current interest in reading.

Group III - In contrast to other groups, each of these students expressed moderate to intense interest in reading while two specified language arts as being their favorite subject in school. One of these students aspires to being a journalist. Science and social studies are rated as least-liked subjects. Interests seem diversified including stamp and coin collecting, guitar, needlework, games, and photography, though once again sports is a common interest.

Group IV - All of these students are verbal in the sense that they express or demonstrate a specific interest in reading or writing, and in three instances language arts is indicated as a favorite subject in school. Four of the five students have clear-cut career interests which involve training beyond high school. Hobbies range from playing the flute to collecting post cards, but once more sports take the interest spotlight.

Summary. The differences in the four groups with regard to the variable of interest are so marked as to be unequivocal, in contrast with the other four variables, where the results are not nearly so visibly defined;

| | Reading | Other |
|---|---|---|
| Group 1 | - | ✓ |
| Group 2 | - to ✓ | ✓ |
| Group 3 | ✓ to + | + |
| Group 4 | + | + |

These differences correspond quite highly with student success in reading and show the ninth grade Low Achievers to have little interest in reading and norrower interest than Achievers in other topics or activities. These data raise the question of which come first, broad interests leading to academic well-being or vice versa. Whichever viewpoint one chooses to adopt, the implication must surely be that student interests should be considered carefully, and nurtured where need be.

PRESSURE

Group I - No obvious pattern of pressure emerges from the data on this group. One said parents clearly exerted pressure to finish school while two attributed a "hands-off" attitude to their parents.

Group II - Again no obvious pattern of pressure arises. One student in this group had experienced negative pressure from peers and another from a teacher. One had intense pressure from his father to succeed in school, while two others experienced very little pressure from parents. One acknowledged pressure to be a source of motivation.

Group III - With one exception, pressure placed on students in this group appears to be moderate; however, S.K. was tutored, sent to summer school and paid for grades. Generally pressure was verbal and exerted by the father in the family.

Group IV - By and large, these five students have not experienced intense pressure to achieve from their parents though B.W. admits his mother pushed because he was a "late bloomer." Parents seem to be consciously trying to let children make their own career choices and to simply offer encouragement. Of these five, one had experienced two very negative instances of pressure from a teacher who shook him and a teacher who pounded on the desk.

Summary. No clearly defined differences concerning the effects of the variable of pressure appeared to exist among the students in the four groups. The slight differences that did occur, however, point to possible areas for future research. For instance, these questions might be asked:

1. Do different types of students respond positively or negatively to different types of pressure?
2. Is pressure a necessary concomitant of academic achievement for low readiness children?
3. How much is positive motivation spurred on, or in some cases deterred, by the use of pressure?
4. Are there critical points where pressure should or should not be exerted?
5. What is the breaking point?
6. How can the differentiation between positive and negative pressure be made?
7. Does outward pressure produce inner-motivation?
8. How do the results of pressure alone compare with those obtained through a student's interests or his intrinsic ability to motivate himself?

These findings, though fragmentary, suggest that there may be a positive relationship between academic achievement and various types of pressure. Further, they suggest that the parents of achievers generally recognize how to make the most of positive pressure.

PERSEVERANCE

Group I - Generally these students all said they could persevere if they were interested in the activity. (One said so emphatically.) Only two actually demonstrated this trait -- both with jobs (paper route and office work).

Group II - Once again, four of these five claimed the ability to persevere if interested in the task. One gave as evidence attendance at school and faithfulness on her job despite the fact that she was not living at home. Two admitted a lack of perseverance if they were not interested in the task.

Group III - Four of these five students claimed to exhibit the quality of perseverance. One offered her persistence at math, while another her volunteer hospital work as evidence. V.S. particularly emphasized this quality, noting her ability to keep on a schedule, to hold a steady job and to continue work on a crocheted bedspread over a period of two years; her mother also notes that V.S. is patient.

Group IV - Perseverance seems to be a significant variable in the experiences of at least three of these students. One said that she will stand up for her opinions while two others gave

themselves credit for persevering in order to be successful in academic subjects. A fourth student supports his claim to perseverance in the successful performance of two jobs.

Summary. Response to the question concerning perseverance was remarkably uniform for all four groups. The one difference between the answers given by the Achievers and those of the Low Achievers was that the latter tended to persevere mainly with tasks that interested them.

These findings might suggest that perseverance, and, in many cases, model (as mentioned above), enabled all these students to "stick it out" through twelve years of schooling.

Since these students generally recognized an inner-ability to "hang in there," "stick to things," and "stay with a job," it would seem important that students be consciously taught the value of perseverance. Perhaps discussions of this personal quality might show how outstanding, or even ordinary, models have significantly influenced the lives of others. Also, as motivation, a student might be offered extrinsic rewards until he becomes aware that staying with a task carries it's own instrinsic rewards. And finally, tasks of sufficient interest to bring out the attribute of perseverance could be offered low achievers.

Outcomes of the Rating Process

The outcomes of the ratings reached by the nine student raters presented in Table 6 show the standing of all 20 subjects on all five of the variables. With the exception of perseverance, the outcomes suggest that indeed, there do seem to be more of the variables operating positively in the experience of the Achievers than in the experience of the Low Achievers. Questions about identification of some of the variables did arise in the course of the rating process. Thus, if these scales are to be used for other purposes, the following kinds of problems would need to be solved.

Questions about model. Although it did not seem difficult for the raters to identify whether there had been some aspect of modeling in the student's experience, there did seem to be confusion in using the scales to identify whether the model had been positive or negative. Although this is handled in the scales, clarification might be necessary when giving instructions to raters.

Questions about motivation. As indicated above, there were problems for some raters in identifying the differences between motivation, interest, and pressure. This might be solved by providing pages of examples in addition to the criteria accompanying each variable definition.

Questions about interest. Graduate students experienced in thinking about interest and the role it plays in student reading achievement had few problems rating the amount of interest operating in each student's

experience. One rater, however, did note that it was sometimes hard to determine rating in instances where students had high interest and low motivation. He generally concluded that if a student had high interest, he was doubtless motivated. It was also pointed out:

> That there is little difference in interest on the average mean for each group may not be too surprising. All the kids have interest be they low or high achievers. The real question may be in how the growth of these interests is, or is not, supported in school. This is different from an overall judgment on interest....

It should also be noted that as the study progressed it became more apparent that interest appeared to be a critical variable in the success of the Low Achievers. Therefore, a further question might be pursued: "When is it possible to move a Low Achiever from his own interests into broader interests needed for successful functioning in a democratic society?"

Questions about perseverance. Perseverance was a difficult characteristic for the research subjects to understand. The rating of perseverance posed problems for the raters as well. As was noted in a summary of the rating process:

> That there is little difference in perseverance on the average mean for each group may partially be caused by the fact that there were so many 8's and 9's on this variable for the Acheivers....many raters were unable to make a judgment on this variable for the Achievers.

(Note: the fact that these students made it to their junior or senior year in high school seems to indicate that some aspects of perseverance have been demonstrated by them with respect to academic performance.)

TABLE 6

Composite of Rater (N = 9)
Analysis of Variables Influencing Reading

| STUDENT GROUPS | STUDENT IDENTIFIERS | INFLUENCE VARIABLES | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Model | | | Motivation | | | Interest | | | Pressure | | | Perseverance | | |
| | | $\bar{X}$ | $\sigma$ | $\sigma^2$ | $\bar{X}$ | $\sigma$ | $\sigma^2$ | $\bar{X}$ | $\sigma$ | $\sigma^2$ | $\bar{X}$ | $\sigma$ | $\sigma^2$ | $\bar{X}$ | $\sigma$ | $\sigma^2$ |
| High First Grade Low Ninth Grade | 1 | 5.00 | 1.80 | 3.25 | 3.33 | .50 | .25 | 3.44 | .73 | .53 | 5.00 | 3.08 | 9.50 | 2.89 | .33 | .11 |
| | 2 | 3.22 | .83 | .69 | 5.00 | 1.93 | 3.75 | 4.56 | .88 | .78 | 3.78 | .67 | .44 | 4.89 | 1.27 | 1.61 |
| | 3 | 5.00 | 1.32 | 1.75 | 5.67 | 1.12 | 1.25 | 5.00 | .71 | .50 | 4.56 | 2.88 | 8.28 | 6.00 | 1.22 | 1.50 |
| | 4 | 5.33 | 1.66 | 2.75 | 5.44 | 1.81 | 3.28 | 3.89 | 1.17 | 1.36 | 2.56 | 1.01 | 1.03 | 4.56 | 1.59 | 2.53 |
| | 5 | 4.11 | 1.76 | 3.1 | 4.44 | 1.81 | 3.28 | 3.44 | 1.01 | 1.03 | 4.33 | 1.50 | 2.25 | 3.44 | 1.51 | 2.28 |
| Low First Grade Low Ninth Grade | 6 | 5.56 | 1.01 | 1.03 | 4.89 | .60 | .36 | 4.22 | .67 | .44 | 5.22 | 1.64 | 2.69 | 5.11 | 1.27 | 1.61 |
| | 7 | 4.44 | 1.59 | 2.53 | 3.56 | .88 | .78 | 3.67 | 1.22 | 1.50 | 2.22 | .83 | .69 | 5.00 | 1.94 | 3.75 |
| | 8 | 4.67 | 1.58 | 2.50 | 4.00 | 1.00 | 1.00 | 3.00 | 0.00 | 0.00 | 4.67 | 1.58 | 2.50 | 5.44 | 2.70 | 7.28 |
| | 9 | 3.11 | .60 | .36 | 2.89 | .78 | .61 | 3.11 | .60 | .36 | 3.33 | .87 | .75 | 2.89 | .78 | .61 |
| | 10 | 3.67 | 1.00 | 1.00 | 3.33 | .87 | .75 | 2.89 | 1.27 | 1.61 | 3.67 | 1.22 | 1.50 | 4.00 | 1.58 | 2.50 |
| High First Grade High Ninth Grade | 11 | 4.00 | 1.73 | 3.00 | 3.33 | .87 | .75 | 3.99 | .60 | .36 | 4.56 | 1.51 | 2.28 | 5.11 | 2.26 | 5.11 |
| | 12 | 2.78 | .67 | .44 | 3.67 | .50 | .25 | 2.67 | .87 | .75 | 5.11 | 2.98 | 8.86 | 4.78 | 2.54 | 6.44 |
| | 13 | 2.89 | 1.05 | 1.11 | 2.67 | .71 | .50 | 2.44 | .73 | .53 | 3.67 | 1.32 | 1.75 | 2.44 | .88 | .78 |
| | 14 | 4.22 | 1.48 | 2.19 | 4.00 | 1.22 | 1.50 | 3.67 | 1.00 | 1.00 | 3.44 | 1.24 | 1.53 | 4.00 | 2.35 | 5.50 |
| | 15 | 3.33 | 1.22 | 1.50 | 4.11 | .60 | .36 | 3.00 | .50 | .25 | 4.33 | 1.80 | 3.25 | 6.78 | 2.11 | 4.44 |
| Low First Grade High Ninth Grade | 16 | 3.00 | .71 | .50 | 3.00 | 1.94 | 3.75 | 3.00 | .71 | .50 | 3.89 | 1.76 | 3.11 | 4.67 | 2.50 | 6.75 |
| | 17 | 2.78 | .97 | .94 | 2.78 | .83 | .69 | 3.11 | .93 | .86 | 3.56 | 2.07 | 4.28 | 3.44 | 1.88 | 3.53 |
| | 18 | 3.67 | 1.80 | 3.25 | 3.33 | .87 | .75 | 3.44 | .73 | .53 | 4.67 | 1.00 | 1.00 | 4.22 | 1.56 | 2.44 |
| | 19 | 2.11 | .60 | .36 | 3.33 | .87 | .75 | 4.44 | .88 | .78 | 3.00 | 1.00 | 1.00 | 7.56 | 2.35 | 5.53 |
| | 20 | 4.40 | 1.51 | 2.28 | 2.33 | .71 | .50 | 2.22 | .44 | .19 | 4.56 | 1.51 | 2.28 | 2.89 | 1.96 | 3.86 |

$\bar{X}$ = mean of ratings assigned by nine raters

$\sigma$ = standard deviation in ratings of nine raters

$\sigma^2$ = variance within ratings of nine raters

To refine the examination of perseverance beyond self-perception would seem to be a task for a different kind of study, and even to record self-perception is beyond the capabilities of the rating instrument as it now stands, simply because the research students did not always grasp what was meant by the term.

Questions about pressure. Although the investigator set up scales which assumed "little pressure" of more benefit to a student than "much pressure," this point remains moot. There is evidence to suggest that with certain types of students (extroverted students, for example) pressure of certain kinds may be beneficial. On the other hand, some studies have shown that creative or introverted students may be considerably damaged by pressure of the "wrong" sort (Soar, 1968).

Another question surfaced while considering the responses to the question of pressure. Might one hypothesize that if little "model" were present, the student might profit from higher pressure?

One reading professor hypothesized that the amount of pressure which can be positively applied will depend upon student capabilities and self-concept.

Perhaps all this study can do is suggest that pressure needs further study as it affects the low readiness student.

## Response to Research Questions

Research question 1. In response to the question, "Which variables are associated with low readiness first grade students who achieved a measure of academic success in ninth grade?" it has been found that the

low readiness first grade pupils who achieved, nine years later, at or above cohort mean on a ninth grade achievement test, are rated higher on the variables of model, motivation, interest, perseverance, and pressure than those students who did not achieve at or above cohort mean on such a test.

Further, the findings corroborate earlier research which suggests that socioeconomic status, parental education, and student intellectual status are also strongly influencing variables in educational achievement. For some of the students, the difference between ninth and eleventh or twelfth grade achievement is marked and suggests that educators should avoid stereotyping students at any level of their school experience.

Most significantly, however, the findings suggest that it is the interrelationship of many influencing variables which makes the difference in the student's academic achievement, despite early predictions. And, that given a properly supportive environment, students can overcome the effects of early deficit.

Research question 2. The question, "To what degree have the variables of model, motivation, interest, perseverance, and pressure been present in a student's experience?" is difficult to answer. However, with regard to the five influencing variables considered in this study a partial answer may be formulated:

1. That model, motivation, interest, and perseverance are more likely to be associated with the experience of students who are academic achievers than with those classified as low achievers.

2. That low achievers are more likely to have negative models in their experience than are achievers.

3. That achievers are less likely to perceive pressure as significant in their experience than are low achievers.

4. That low achievers are more likely to perceive negative pressure as influential in their experience than are achievers.

## Conclusions, Implications, and Recommendations

### Conclusions

This analytical field study of students whose first grade low readiness scores contrasted sharply with ninth grade achievement, is based on taped interviews conducted by the investigator with students who were participants in the Cedar Rapids USOE Research Project #2698 (Reid and Beltramo, 1965) and through telephone interviews with the parents of these same 20 students. The Cedar Rapids study was one of the 27 First Grade Studies which sought information regarding the reading processes of first grade children. All participants in the Cedar Rapids research were classified as "low-group" -- that is, they all scored below 60 (raw score) on the Metropolitan Readiness Test, Form A (Harcourt, 1965). The investigator has, with the encouragement and support of the Cedar Rapids Community Schools, been following the progress of all available research participants. Twenty Lives looks closely at the experience of one portion of the larger group.

The guiding question for this investigation, "Which variables are

associated with low readiness first grade students who achieved a measure of academic success in ninth grade?" has been answered through analysis and interpretation of twenty case studies. It was found that low readiness first grade pupils who achieved, nine years later, at or above cohort mean on a ninth grade achievement test, are rated higher on the variables of model, motivation, interest, perseverance, and pressure* than students who did not achieve at or above cohort mean on such a test.

The findings corroborate earlier research which suggests that socio-economic status, parental education, health, and student intellectual status are also strongly influencing variables in educational achievement. For some of the students, the difference between ninth and eleventh or twelfth grade achievement is marked and suggests that educators should avoid stereotyping students at any level of school experience.

Most significantly, however, the findings suggest that it is the interrelationship of many of these influencing variables which seems to make the difference in the student's academic achievement, despite early intellectual prediction to the contrary. Indeed, given a properly supportive environment, students can overcome the effects of early deficit.

A refinement of the major guiding question, "To what <u>degree</u> are the variables of model, motivation, interest, perseverance, and pressure present in the experience of these students?" has been answered through case study and rater analysis (see NAVIR scales appended). A much more difficult question to answer, the findings suggest the following:

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*See Findings, pp. 62 to 71 , for discussion on variables, especially "pressure."

a) model, motivation, interest, and perseverance are more likely to be associated with the experience of students who are academic achievers than with those students classified as academic low achievers;

b) underachieving students are more likely to have had negative models associated with their experience than are achievers;

c) pressure is less likely to be perceived by achievers as a significant part of their experience than it is to be so perceived by low achievers; and

d) negative pressure is more likely to be perceived by low achievers as part of their experience than it is to be so perceived by achievers.

Although

1. The diagnosis of low readiness upon entry to first grade does suggest the likelihood of permanent deficit in general intellectual development, even if the child receives competent teaching during the primary school years and

2. The degree of severity of the deficit does forecast the level of general intellectual development assessed at close of grade nine,

(Newman and Lohnes, 1974, 1975)

the results of this study suggest that this need not be the case. The experiences and academic achievement of these 20 youngsters, taken from the larger group of original research students, all of whom were low

readiness in first grade, and most especially the results of the Group 4 analysis, suggest that such early scores need not be a final judgment. For, contrary to what might have been hypothesized, these twenty students, who in first grade exhibited low readiness for reading, are achieving in many different avenues of their experience, and most of them have positive attitudes toward reading.

There did appear to be basic differences between the Achievers and the Low Achievers in the study, however, and within these groups, between those who started relatively high and those who began relatively low in first grade. Some of these differences will be discussed in the following section on Implications and Recommendations.

## Implications and Recommendations for the Four Specific Groups

As indicated in the findings presented in the preceding chapter, the contrast of the four groups examined provoke questions and suggest implications regarding the treatment of students classified as low readiness.

Group 1. For these students who received a readiness raw score between 40 and 60 on the Metropolitan, but who failed to score at or above cohort mean on any subtest of the ITED in ninth grade, attention is needed in some instances to overcoming negative attitudes, including lack of respect for school, on the part of parents. Although many teachers endeavor to see parents regularly, it is often difficult to see the parents for whom such a visit may be most critical. A parent may feel embarrassed to have a teacher see the conditions under which the family lives. Or perhaps scheduling such a visit is difficult or may seem impossible be-

cause of employment hours. But speaking as an interviewer who has now had the privilege of visiting most of these students in their homes, I cannot emphasize too strongly what insights such visits unfold, and how helpful they might be in building a more supportive climate for student achievement. If, for example, it becomes apparent that there are no positive models in the student's experience, this is a condition which the school could work to remedy. There are thousands of people in our society today who would welcome the opportunity to be a friend--if they knew how to do so. What seems to be lacking at this point are bridge-builders between schools and communities. The recommendation to explore the possibilities of such linkages is based on the above reasoning as well as upon the observation that such an effort must spring from local communities loving and supporting one another rather than upon one more layer of external regulation being imposed from without which then becomes an added burden to the schools.

Of some of the other characteristics associated with the Group 1 students (economic deprivation, physical problems, immaturity, lack of well developed interests, and lack of internal drive) one of the most accessible to school influence is "interests." Lack of interests on the part of some Group 1 students is a condition to which schools can attend. If reading teachers, for example, recognize the role that interest seems to play in the achievement of these low group youngsters, they can work to incorporate such interests into the school experience of these students, even as they work to expand these interests in

other productive directions.

Group 2. With the Group 2 students one might wonder how they have made it as far as they have. Lowest of the low readiness (Metropolitan raw scores on readiness tests below 40, See Table 11, Appended) they are the students who in ninth grade did not achieve at or above cohort mean on any subtest of the ITED. One implication to be drawn after examining all data pertaining to each is that interests combined with motivation and positive pressure can contribute to overcoming what may seem to be limitations of considerable consequence. With several of these students, even those with low IQ, achievement is possible when interests are combined sensitively with model, motivation, pressure, and perseverance, and when opportunities for developing these interests are present. Teachers need to be responsive to the needs of such individuals and relate, whenever possible, school and home or work experiences. The experience of these students has also demonstrated the strength of well developed career goals. These findings suggest that high school counseling be strengthened so that students may be appropriately apprised of satisfying career directions to match interests and abilities.

Group 3. In contrast to the Group 2 students who went higher than might have been predicted given first grade readiness, the Group 3 students were selected for inclusion in the study because their scores were not as dramatically different from what might have been predicted as, for example, the scores achieved by the Group 4

students. These are the students who scored from 40-60 on the Metropolitan in first grade, but who barely scraped by for inclusion as Achievers in the four-group contrast based on ninth grade achievement. What seemed to be operating in their experience which inhibited their achieving more than they did? Three restrictive factors seem to be present in varying degrees with different students in this group: lack of strong models in the experience, poor self-concept, and/or limiting intellectual ability. What is the implication of these deficits for educators? Certainly for reading teachers the implications are to a) provide positive models, b) enhance student self-concept, and c) devise ways of compensating for what may seem to be limiting intellectual ability. These are students who need to know that accomplishment is possible; to be shown what can be accomplished with perseverance; and to be reminded in concrete ways that they are worthy, capable workers.

Poor models should not trap a child into being satisfied with less than he can become. Nor should poor self-concept, perhaps resulting from the mismatch of a child's interest and values with the apparent interest and values of the school, limit the student's achievement.

Group 4. The students in Group 4, those who were below 40 raw score on the Metropolitan in first grade, but who were categorized as Achievers because of their scores on the ninth grade ITED, are perhaps the most significant for examination in answering the question, "Which variables are associated with low readiness first grade students

who achieved a measure of academic success in ninth grade?" On the cover of this book, these are the students whose scores are surrounded by the question mark. Student and parent interviews suggest that the achievement of these students was strongly supported by interest and positive pressure at home; intrinsic motivation seemed to evolve out of models, interests, and pressure; parent and teacher expectation played an important part, etc. In other words, these were very average students who, given a stimulating and supportive home environment, were transformed into Achievers. The implications of these findings can be, for educators, both encouraging and frustrating. Yes, what you do can make a difference. No, it isn't going to be possible for you to effect all of the changes alone!

In the 11th/12th grade study (Newman, 1977) findings were reported regarding the contrast of the larger group of Achieving (N=52) (Table 7, Appendix) and Low Achieving (N=19) students (Table 8, Appendix). It may be of interest to restate one portion of these earlier findings:

> 1. Educationally, fifty-two students achieved at or above cohort mean on at least one subtest of the ITED at the 9th grade level. These are designated as Achievers. Nineteen students achieved no subtest scores at or above cohort mean on the 9th grade ITED.
> 2. Psychologically, Achievers scored higher on IQ tests at 1st, 6th, and 9th grades. One boy was class president.
> 3. Physiologically, Low Achievers were beset by more physical problems of a magnitude likely to affect school achievement than were Achievers.
> 4. Culturally, mean income was higher for Achieving students. Parent educational level was also higher for Achieving students. (Newman, 1977, p.6)

These same findings hold essentially true for the twenty case studies. Given these findings, the following implications and recommendations pertaining to strategies, organization, and resources for low readiness students are offered.

## Implications, and Recommendations for Strategies, Organization, and Resources

Teaching involves constant decision making. "Which books shall I use?" "Shall I work with the students individually or in small groups?" "Are some strategies better suited than others for achieving this objective with this class?" And so on. These questions imply three major decision areas important for consideration in the instruction of youngsters who were low readiness in the primary grades. Educators must consider which strategies, which organizational procedures, and which resources are most appropriate for these students. The suggestions which follow are only a few of many which have proven advantageous in working with low readiness youngsters.

Strategies. In the category of strategies, since both model and motivation have proven to be strongly associated with achievement, it is important that the teacher be aware of, and make provision for, incorporating these variables into instruction. One possibility might be to develop parent-community participation in such a way that children and young adults would be working directly with role models of their own choosing: carpenters, bankers, beauticians, florists, firemen, etc. Such involvement of community personnel was tried on a weekly basis in Niagara Falls, New York, in the early '70's with

such success that all elementary children began to label Thursday as their favorite day because that was the day they got to do special projects with special people! Both givers and receivers enjoyed the exchange. What a productive way to involve members of the community.

Another imaginative way of using community personnel as models was tried in Bloomington, Indiana, where one principal initiated "Grandparents' Day." On special days, grandparents would visit the classrooms and read with the children. Again, this type of exchange was productive for all concerned.

Certainly parents as well as grandparents should be made aware of the importance of their roles as models in the experience of their children. Many parents, not having read much in their own childhood, are at a loss to know what to read to their children, or how or when to do so. Mini courses for parents could be a valuable investment for a school or university wishing to benefit youthful attitudes toward reading. Publications are also available from the International Reading Association (800 Barksdale Road, Newark, Delaware 19711, U.S.A.) which can assist parents in understanding how to help their children read better.

Innumerable recommendations are included in professional reading literature as to how to develop motivation for reading. For the low readiness students described in this study, the best motivators seemed to be a student's own interest. Cedar Rapids' secondary program has turned such interest to advantage by developing what is called a

directed individualized reading experience (DIR). It seems ludicrous, in a way, that schools should have to offer a course for credit in which the only requirement is that students choose a book and sit and read it. But perhaps if this is not something that is done naturally in a student's experience, then some incentive must be offered by the school to establish the habit.

Other schools across the nation are trying out a combination of model and motivation by providing periods in which everyone reads--students, teachers, principals, and custodian!

Since parent and teacher expectations seem to be powerful motivators for students, it is important to maximize this quality of expectation for low readiness youngsters. In the first grade research study teachers did not know the IQ's of their students, for example. Children with IQ's in the low 80's (against a "normal" IQ of 100) were expected to learn to read using the special lesson plans delivered almost daily just as well as children whose IQ's were above 100. The important and wonderful phenomenon which occurred was that these low group children seldom thought of themselves as low group. Surely it is reasonable to hypothesize that if the "dummy" concept can be eliminated from teacher and peer treatment of low group youngsters, such low groupers will be benefited. It is hard to resist the message in E. B. White's all-time favorite Charlotte's Web that Charlotte's perception of Wilbur as "terrific" did a lot to produce a terrific pig!

Likewise, because perseverance has proven to be a strong factor in achieving academic success, ways of developing this quality in low

achieving students must be consciously incorporated into the curriculum.

Many of these low readiness students are children of skilled workmen. Although they may not have observed their parents at work, they have often seen them working around the house, in the garage, etc. And they have become aware, perhaps even unconsciously, that it takes time to turn out quality work. Yet they are thrust into school settings where a great premium is placed on speed. Maybe we are asking the wrong things of some students. Perhaps one of the characteristics of competency based education (that competence, rather than time, determines progress) will yield more long range benefits than we have heretofore anticipated. Also, perhaps the exchange of "competence" for "time" is an overdue component of our American educational system. We may not, as taxpayers, be ready for the consequences of such a decision. But this is not to say that the decision is unwise. During the last few years, American labor has been unhappy over the competition presented by German and Japanese imports. Perhaps it is time for American education to reexamine its priorities and offer rewards for the excellence which can be achieved through perseverance. And, also, to allow the student the opportunity and the setting in which to discover the advantages of perseverance. Perhaps we should place more emphasis on demonstrating for, with, and to such students that dedication to producing an excellent product over a period of time does offer rewards -- both extrinsic and intrinsic.

What is meant by positive <u>pressure</u>? One of the interesting outcomes of this study was that pressure and motivation were often so

overlapping that it was difficult for the raters to determine the difference. Indeed, one student's pressure seemed to be another's motivation. But the following parent and student responses for all of the Group 4 Achievers suggest how positive pressure might be defined--even if the parents or students did not always recognize or so label it.

"High amounts of help were given by both father and mother." (C.W.)

"Discipline: have rules and live by them." (C.W.)

"Perhaps pushed too much." (C.W.)

"Have tried to encourage all children to better themselves." (L.C.#2)

"Has been paid for grades." (M.F.)

"Expectations (of attending college) have been known to him since third to fifth grade." (M.F.)

"Lots of criticism from mother because she wanted me to do better." (M.F.)

"A medium amount of help has been given by the family with general school work. No push. Help offered." (M.F.)

"No pay for good grades. Lots of help given by family." (Ph.H.)

"I think Ph.H. will pursue a career in sports; however, I've not expressed these opinions to him." (Ph.H.)

"Important in rearing: no competition in family." (Ph.H.)

"Mother has pushed." (B.W.)

(See Appendices J and K)

If certain children and young adults are not receiving loving, positive pressure from within the home, then strategies may be needed to compensate for this deficit. Dan Rather, in speaking to the International Reading Association's annual convention in Houston, Texas (May 1978), told of the tremendous influence one concerned librarian had made in his life. Teachers and other adults must not be afraid to set high standards of excellence for children. They must let children know

verbally or otherwise that they expect the best a student can give, that they will accept nothing but the best, and that rewards will be given only for such performance. This kind of pressure is often resisted at first, but if students are held to a high standard they soon come to enjoy the satisfaction of producing quality work.

A portion of a Peanuts cartoon by Charles Schulz (10/5/76) seems to sum up at least one strategy to encourage high standards of performance:

> "Thanks, Chuck, ...Well, you know how much I've always wanted a good education...and you know what I've always said, ... A good education is the next best thing to a pushy mother!"

Organization. At the conclusion of the sixth grade study it was urged that first grade teachers in particular, but really all teachers, be careful when making decisions regarding grouping.

> Scores on the Metropolitan Readiness Test, often used to group children in first grade reading, indicated that these children were likely to fail. Five years later, however, these children were achieving at or above grade level. Thus, to have prejudged them negatively because of their poor showing on one test, in this case the test generally considered predictive of reading success, might have meant failure in their school experience. (Newman, 1972.)

Organization, as contrasted with strategies, implies the consideration of such static elements as time, place, and student groupings -- as opposed to the dynamic considerations of strategies.

Two aspects of organization -- time and people -- should be especially considered when working with low readiness students.

With regard to time, instruction must be organized so that students

are allowed to work at their own pace without feeling inferior or frustrated. Competency based programs, if thoughtfully developed, may offer answers in this direction. One answer given by a student interviewed in the 11th/12th grade study (Newman, 1978) comes to mind. Although too long to reproduce here, its substance was that the teacher who was able to move students from a C to a B grade-average was one who:

1. Specified clearly what the students were to accomplish.
2. Provided feedback quickly as to whether or not they had accomplished the objective.
3. Emphasized competence rather than time in fulfilling a task.

A second aspect of organization concerns people. It is very possible that special types of teachers are needed for the people-oriented students described in this study. We perhaps should be selecting teachers who can recognize and accommodate student needs even while adequately transmitting content. Also, teachers must deliberately and carefully avoid that kind of grouping which labels children as "low" achievers and thus induces a negative self-concept (Newman, 1976). Some of the recommendations from the first grade study (USOE #2698) are as pertinent now as they were in 1965. (See Appendix E for a complete listing of these recommendations.)

Resources. In the area of resources, particular attention must be given student interests in the selection of materials for the low readiness pupil.

> One of the strong recommendations of the first grade study was that low group first grade youngsters be provided different, especially developed lessons;

> that the books they use be selected exclusively for them; that they be encouraged to think of themselves as worthy of having their own instructional materials, not just instructional materials leftover from another group, but served at a slower pace! (Newman, 1976, p.18)

At the secondary level, this same idea can be extended to the curriculum at large, with courses and directed work experiences appropriate to career interest of these older students. For they are, as reported in the 11th/12th grade study:

> ...pursuing a course which will be productive to themselves and society. They are, by virtue of their arrival at eleventh and twelfth grade in Cedar Rapids schools, readers, whether they scored positively on standardized tests or not. Their interests are well developed and even though they might not all characterize themselves as avid readers, even the students in the low achieving group recognize and pursue reading as a skill leading to desirable ends. (ibid., pp. 18-19)

The response of one of the Group 2 students (E.L.) may give a clue as to the needs of students who require longer "to get their acts together."

> I'm not really looking forward to leaving school. I'd like to even have another year, just take that all in the industrial arts, that's all I'd do...if no one pushes me and...I do it on my own. I enjoy it a lot more than if I have an assignment I have to do.
> (E.L. transcript, see Appendix K)

Another interesting direction to pursue in the area of resources is the seeming contradiction between people-oriented students (this finding showed up in the 11th/12th grade study) and what appears to be their dislike of social studies. Perhaps they do not know what social studies is all about. Maybe social studies is not taught in

ways they can understand. Or perhaps the topics considered are not related to their interests. Has anyone asked them, for example, what they would like to study in social studies? Or what they think they need to know? Might graduates be invited to return to their high schools for sharing times with given classes and serve as panelists answering questions like "What I'd like to know now that I could have learned in Social Studies."

And finally, an observation by T.C. (also a Group 2 student), "They don't take enough time out to really show you, and tell you what it's really like." This comment seems to express the yearning of a student who wants to make positive contributions to society, but who becomes frustrated at the inability to bounce on top of content as fast as other students, and who consequently thinks of herself as dumb!

## General Recommendations for All Low Readiness Students

The preceding sections have presented recommendations for specific groups and by decision area. It has become increasingly clear to the investigator, as the study progressed, that there are certain recommendations which would seem to apply to all low readiness youngsters, given the findings of this study. The following are therefore presented as general recommendations, being preceded in each case by a very abbreviated finding from the study. The reader is urged to review the Findings section of the report for a more complete statement of the finding.

General Recommendations

1. Cultural influences. Since Achievers generally come from homes where the educational level and income are higher than those of the Low Achievers, it would seem important to encourage parents to continue their educations. The demand to alleviate poverty, unless we wish to suffer the cruel effects of its influence, also seems upon us. It appears to be vital to upgrade the quality of the cultural settings of low readiness youngsters if we expect their achievement and interests to improve.

2. Physiological influences. Since Achievers have fewer physical problems than Low Achievers it would seem critical to develop compensatory programs for those who have such concerns.

3. Psychological influences. Since Achievers generally have higher IQ's than Low Achievers, it is important to provide school environments which take into account individual differences and accommodate these differences. Maturity and positive self-concept are associated with achievement. Educators should work to enhance both in their students. Many students in this study have registered a higher IQ in high school than when they were in first grade.

4. Educational influences. By definition, Achievers register higher scores on standardized achievement tests than do Low Achievers. It is important that educators avoid stereotyping students as the result of such tests since judgments made on the basis of these scores may often influence students' futures significantly. Parent and teacher

expectations serve as powerful motivators. Since motivation appears to be a significant variable in differentiating between Achievers and Low Achievers, it would appear important to stress expectancy of good results from these students and to devise ways of communicating such expectancy to them in ways they can understand.

5. Model. Since model appeared to play such a significant role in the experience of all these students, by either presence or absence, educators and concerned laymen should secure positive models in the experience of low readiness youngsters.

6. Motivation. Since motivation also appears to be especially important in the experience of Achievers, educators must build awareness of student motivations into the curriculum. Strategies, organization, and resources which take into account such motivation must be developed.

7. Interest. Since interest as an influencing variable seems to play such a significant part in the achievement of low readiness students, parents and educators should endeavor to cultivate those interests which seem to come naturally to the students as well as make a conscious effort to stimulate new interests. Achievement has been shown to be positively related to interests in this study. Students with broader interests tend to be Achievers. Low Achievers tend not to have many interests.

8. Perseverance. Since Achievers and Low Achievers have demonstrated the power of perseverance in this study it might be well to consider how to make the effects of this quality more generally acces-

sible to students. Models of perseverance should be provided. Readings might present examples of what perseverance can accomplish. Perhaps certain incentives will need to be built-in to the system.

9. Pressure. Several suggestions have been included earlier in this report for considering the variable of pressure. There seems to be a difference in how pressure has operated in the lives of Achieving and Low Achieving students. But there also appear to be many different manifestations of pressure. The reader is invited to review the total findings, including transcripts, for only as such thought is given to considering pressure can a clearer picture of the role of this variable for these students be clarified. Perhaps we need to think more deeply about what kinds of pressure are most productive for students and how it can be applied.

10. Self-concept. Many variables seem to contribute to the final product which each of us deals with daily. We call the way we think about ourselves our "self-concept." The Achievers in this study have been shown to have a positive self-concept, to be more mature, and to have a more sophisticated sense of values. Certainly the role of educators and parents alike is to work to enhance the self-concept of low readiness youngsters, to consciously introduce discussion of values into the student's experience so that clarification and enhancement may take place, to provide concrete evidence of worth to such young people. On the whole, these students show promise of leading happy and useful adult lives and of contributing to the community in which they live. They must be assured of this fact.

This study has shown that careful attention to the roles and interrelationships of positive models, motivation, interests, perseverance and pressure in the lives of students can facilitate and indeed make possible, the emergence of happy and productive adults whose initial encounter with structured educational experiences was less than promising.

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APPENDIX A

## Time Line

Although the original time line for the study was projected for completion from June, 1976, to April, 1977, this projection had to be revised and extended due to a variety of circumstances. The schedule as actually executed proceeded as follows:

| | Action | Completed |
|---|---|---|
| 1. | Identified students interviewed for whom parent interviews are also available. | June, 1976 |
| 2. | Utilized data bank from first grade Cedar Rapids' study. Found readiness scores on students who had both student and parent interviews at either eleventh or twelfth grade level. | July, 1976 |
| 3. | Entered ninth grade ITED scores for each student who had complete parent interviews. | September, 1976 |
| 4. | Chose 10 students from those identified as high achieving and 10 from those identified as low achieving on the ninth grade ITED whose ninth grade ITED and/or eleventh or twelfth grade general performance showed the greatest contrast with the original first grade readiness prognosis. (See Table 2 for selection) | September-October, 1976 |
| 5. | Developed case studies on these twenty students describing the educational, and insofar as possible, the psychological, physiological, and cultural characteristics of the students. Identified variables of model, motivation, interest, perseverance, and pressure operating in each student's experience. Returned to Cedar Rapids, Iowa, for filling out of student profiles. | October, 1976-February, 1978 |
| 6. | Developed and tested rating sclaes for five independent variables. Processed data. | March-July, 1977 |
| 7. | Wrote final report. | September, 1977<br>August, 1978 |

APPENDIX B

## Case Study Methodology

### Use of Case Study Methodology

An examination of case study literature of the past three decades suggests that such a careful, detailed approach is indeed a viable method for analyzing the "enormous detail of ideo-emotional, social, and other factors that make up American culture (Henry, 1959, p. 74)." Henry recognized that one of the problems in describing the American character was like that of the old tale of four blind men assessing the physiognomy of an elephant—an author is likely to select that which is of particular interest to him, and ignore the myriad other factors included in the total description of a people. Henry himself, however, made the decision to examine only cultural factors entering into the development of the cases and sorted his findings into two sets of factors: ideo-emotional (ideas, emotions, and attitudes that are characteristic of our culture); and social organization factors such as status differences, parent-child relations, and grandparent-grandchild relations. In this process he brings up some very interesting questions to be confronted in thinking about American culture and character, especially in considering the question of what made the difference in the experience of low readiness students who did or did not succeed in later academic experience:

> "In cultures where most of the tasks to be performed are manual, where little concentration is required, and where conflicting alternatives do not often present themselves, mental abilities will not often come into question." (Henry, p. 81)

Henry summarizes the importance of carefully analyzing the obvious in our culture:

> Systematic, line-by-line analysis of case histories—without concern for our own personal literary interests, without concern for the things that we happen to enjoy discussing—is one device that will ultimately tell us how our culture, in all its complexity of ideo-emotional, social organizational and work factors, is put together. Such systematic analysis will really tell us eventually more about the cultural dynamics of symptom formation and therapy than the chance excursions of a brilliant or prejudiced mind.

> Mental health is too important to leave the exploration of contemporary cultural dynamics to chance any longer. (Henry, p. 90)

Joan Sanbonmatsu (1974) presents an hypothetical study in self-awareness, identity, open relationships, the changing roles and values men and women, sex discrimination, displacement due to move, dual career families, and parent-child relationships which she summarizes by saying:

> It seemed to be easier and less threatening for most students to discuss Jenny's and Ken's problems than to be confronted directly with their own. Since the case discussion method "is an excellent step toward improving relationships and achieving good communication in every day contacts,"* it can be used in interpersonal communication as one option to sensitize women and men to the problems of changing roles and values in today's society. (Sanbonmatsu, p. 324)

Quality Control in Case Study Method

Maslow (1965), while observing the frequency of poor case study write-ups, recognized the importance of the possible contribution of such an approach and urges careful daily records and write-up. Birnbrauer et al (1974) also supported the use of the case study technique to produce reliable findings. He suggests four criteria for experimental analysis of individual behavior:

1. that the data be reliably recorded;
2. that the data be recorded repeatedly;
3. that procedures be described in sufficient detail to permit replications; and
4. that the effects of procedures must be replicated.

(Birnbrauer, p. 198-203)

An hypothetical exchange regarding the use of case study methodology between two colleagues in political science was presented by A.B. Villanueva. The exchange justifies the use of the technique, but offers certain caveats for the user:

*Bernard R. Black, "Training in Communications and Human Relations by the Case Method," in CASES IN HUMAN RELATIONS.

1. Place brief, biographical sketches in an appendix except in special instances.
2. Keep the narrative moving.
3. Ultimately supply all the information the reader needs.
4. Use first person if comfortable.
5. Relate conclusion to theoretical works.

(Villanueva, pp. 159-160)

Miller and Warner (1975) addressed the question of the development of evaluation and research procedures applicable to the objectives established for single subject research. They point to the work of Freud, Piaget, Watson, and Skinner; note that the technique provides depth and flexibility and is more definitive and conclusive for specific clients; recognize the disadvantages (lack of breadth, room for bias or prejudice, and limited generalizability); but suggest that:

> (1) Such indepth study identified relationships among events and identified questions for further study. (2) Single subject study can control for bias and prejudice with careful design, conduct, and analysis. (3) Generalizing to similar subjects from intensive research may be less questionable than generalizing from an experimental sample to a population.

They urge four steps in case study or intensive research:

1. State the objectives and give a complete description of the treatment and intervention;
2. Identify the direct and extraneous variables affecting the treatment or intervention;
3. Monitor the client and the treatment program;
4. Objectify the experimental methodology and the data collection procedures.

(Miller and Warner, pp. 130-133)

Examples of the Case Study Method

Robert W. White's Lives in Progress (Holt, 1966) is an outstanding example of how case study findings can be transformed into a book which is at once scholarly and fascinating. Examining three lives over a twenty year period, White observes the dilemma faced when trying to identify specifics while at the same time becoming aware of the myriad factors contributing to normal growth.

"Although our insight has been greatly benefited by a combined social, biological, and psychodynamic approach, we have also experienced certain enduring frustrations. It has bothered us that general concepts such as social class and occupation, drive and motive, psychosexual stage and parental attitude, have required so many qualifications in order to fit the individual case. We have repeatedly found that general concepts did not help us to understand process or change, which always had to be described with reference to many particulars. It has also been confusing to realize that so many forces operate at once in a given personality, producing an elaborate system of interconnected events rather than a simple model of cause and effect. But perhaps our most recurrent difficulty has been that of accounting for natural growth. It seemed easier to explain the more rigid, crippled, and irrational features of our subjects' personalities than to understand the constructive side of their development. Clearly we must devote more attention to what happens when lives are in progress. Our task in this chapter is to think specifically about the conditions under which natural growth takes place, using as our chief material the growth trends that are characteristic of young adulthood." (White, p. 366)

Getzels and Jackson in Creativity and Intelligence (Wiley, 1962) present another outstanding study--this one of gifted students. The authors draw contrasts between the highly intelligent and the highly creative adolescent, as well as between the highly moral and the highly adjusted. They present the case for recognizing and appreciating contributions of each.

Albert J. Harris, in his Casebook on Reading Disability (1970) includes case reports by 16 well-known authorities in the field of Reading who write from remedial settings, multi-disciplinary clinics, remedial reading clinics and centers, and medical settings. The Harris case studies document the wide variety of approach possible in case study presentations for those especially interested in the teaching of Reading.

The Psychology Department of Central Washington State College has been conducting a longitudinal study (since 1973-74) of gifted children with special emphasis on emerging mental ability patterns, language growth processes, the flow of social maturation, environmental interaction patterns, and home environment variables as documented by the case study approach.

Their work once again suggests the possibility of significant work being done with a small number of subjects (N=14, ages 2-4, upper 10%) in the case study format.

And a final example, Don Graves' work, described by Sam Weintraub in Reading and Writing Instruction in the United States: Historical Trends:

> "Important as are Graves' findings, his research techniques are perhaps more important. Among the procedures used, the case-study selection seems essential to the revelation of the uniqueness and complexity of the composing process. His delineation of the variables at work in any writing episode gives substance to the claim, usually based upon intuition and informal observation, that writing is indeed a many-faceted operation." (Weintraub, p. 39.)

Summary

It can be seen from the preceding that the case study approach to social science phenomena has proved to be valuable in considering student development; that quality can be assured; and that this approach is still being utilized to understand and improve the human condition. It is in the spirit of this tradition that the 20 case studies herein have been presented. Whenever possible, given the constraints of time and distance, the suggestions offered by the preceding authors have been heeded.

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APPENDIX C

CR: Spencer Foundation Study

TABLE 7

Achieving Ninth Grade Students (K-52)[2]

(Comparison of Metropolitan Readiness Score
with 9th and 11th Grade ITED Composite Score)

| Test Score / Grade / Student | Metro[2] Readiness Raw Score 1st | ITED Composite 9th (15.1 mn) | ITED Composite 11th (20.0 mn) | Parent Interview | NOTES (refer to 11th grade scores only) |
|---|---|---|---|---|---|
| 1. PC | 10 | 11 | 10 | | |
| 2. DD | 13 | 13 | 15[3] | | md: Social Studies; Science |
| 3. KT | 16 | 13 | 16[3] | | |
| 4. MB | 20 | 12 | | No | md: Social Studies; Science |
| 5. DO | 20 | 6 | 13 | | |
| 6. BW | 23 | 20 | 15[3] | | md: Social Studies; Science |
| 7. DS | 25 | 10 | 10[3] | | md: Science |
| 8. ND | 26 | 8 | 11 | | |
| 9. BR | 26 | 15 | 18 | No | |
| 10. JS | 26 | 9 | md[3] | | no data |
| 11. WK | 27 | 18 | md[3] | | md: Social Studies; Science; Spelling; Composite |
| 12. MH | 27 | 15 | 18[3] | | md: Social Studies; Science |
| 13. PH | 30 | 19 | 25[3] | No | md: Social Studies; Science |
| 14. CH | 30 | 9 | 6 | | |
| 15. KT | 30 | 13 | 18 | No | md: Social Studies; Science |
| 16. PS | 32 | 15 | 20 | | |
| 17. BB | 33 | 11 | 12 | | |
| 18. MP | 33 | 18 | 20[3] | | md: Social Studies; Science |
| 19. JP | 33 | 19 | 23[3] | No | md: Social Studies; Science |
| 20. LC | 35 | 18 | 25 | No | |
| 21. KL | 35 | 14 | 15[3] | | md: Science; Use of Sources |
| 22. KM | 35 | 8 | 13[3] | | md: Science; Use of Sources |
| 23. JS | 38 | 17 | 24[3] | No | md: Social Studies; Science |
| 24. DC | 38 | 11 | md | | no data |
| 25. DJ | 38 | 16 | 21 | No | |
| 26. SL | 38 | 12 | 15[3] | | md: Social Studies; Science |
| 27. CM | 38 | 19 | 26 | | |

[1]Arranged in ascending order of Metropolitan Readiness Score (10-38).

[2]Only those pupils who achieved a raw score of 40 or below on the Metropolitan Readiness Test were included in First Grade Study.

[3]m.d. = missing data.

## TABLE 7 (cont.)

Achieving Ninth Grade Students (N=52 con't)[1]

(Comparison of Metropolitan Readiness Score
with 9th and 11th Grade ITED Composite Score)

| Test Score / Grade / Student | Metro[2] Readiness Raw Score 1st | ITED Composite 9th (15.1 mn) | ITED Composite 11th (20.0 mn) | Parent Interview | NOTES (refer to 11th grade scores only) |
|---|---|---|---|---|---|
| 28. GP | 40 | 19 | 24 | No | |
| 29. CR | 42 | 15 | 24[3] | | md: Social Studies; Science |
| 30. BF | 43 | 16 | 20 | | |
| 31. JJ | 43 | 10 | 12 | | |
| 32. SN | 43 | 9 | 13 | | |
| 33. KS | 43 | 9 | 11[3] | | md: Social Studies; Science |
| 34. DT | 43 | 14 | md | | no data |
| 35. SK | 45 | 8 | 13[3] | | md: Use of Sources |
| 36. MB | 47 | 19 | 23[3] | No | md: Social Studies; Science |
| 37. TD | 48 | 19 | md | | no data |
| 38. BB | 50 | 12 | md | | no data |
| 39. LC | 50 | 18 | 26 | | |
| 40. WW | 50 | 15 | 17 | No | |
| 41. DG | 52 | 12 | 20 | | |
| 42. BK | 52 | 18 | 23[3] | No | md: Social Studies; Science |
| 43. FP | 52 | 16 | 19[3] | | md: Social Studies; Science |
| 44. VS | 52 | 12 | 14 | | |
| 45. SS | 52 | 17 | 20[3] | | md: Social Studies; Science |
| 46. KF | 55 | 13 | 16 | | |
| 47. PH | 55 | 19 | 31[3] | | md: Social Studies; Science |
| 48. MH | 59 | 22 | md | No | no data |
| 49. SP | 59 | 19 | 24 | No | |
| 50. MW | 59 | 14 | md | | md: Reading; Vocabulary; Composite |
| 51. SC | 60 | 16 | md | | no data |
| 52. TH | 60 | 12 | 14 | | |

[1]Arranged in ascending order of Metropolitan Readiness Score (40-60).

[2]Only those pupils who achieved a raw score of 60 or below on the Metropolitan Readiness Test were included in First Grade Study.

[3]m.d. = missing data.

TABLE 8

Low Achieving Ninth Grade Students (N=19)[1]

(Comparison of Metropolitan Readiness Score with 9th and 11th Grade ITED Composite Score)

| Test Score / Grade / Student | Metro[2] Readiness Raw Score 1st | ITED Composite 9th (15.1 mn) | ITED Composite 11th (20.0 mn) | Parent Interview | NOTES (refer to 11th grade scores only) |
|---|---|---|---|---|---|
| 1. MW | 8 | 6 | 11[3] | | md: Science; Use of Sources |
| 2. YW | 13 | 6 | 8[3] | | md: Social Studies; Science |
| 3. TC | 18 | 11 | 14[3] | | md: Social Studies; Science |
| 4. DU | 20 | 8 | 13 | | |
| 5. JC | 23 | 8 | md[3] | | md: no scores |
| 6. EL | 26 | 10 | 15 | | pulling ahead by 11th grade |
| 7. HF | 27 | 9 | 4 | | |
| 8. DK | 27 | 7 | md[3] | | md: Reading; Composite |
| 9. CM | 29 | 5 | 12 | | |
| 10. CA | 30 | 7 | 13 | No | |
| 11. KH | 30 | 5 | 11 | | |
| 12. RP | 30 | 9 | 13 | | |
| 13. DF | 38 | 10 | 17 | | pulling ahead by 11th grade |
| 14. CR | 38 | 8 | 13 | | |
| 15. KC | 40 | 10 | md[3] | | md: no scores |
| 16. RC | 50 | 10 | 13 | | |
| 17. MK | 52 | 12 | md[3] | | md: no scores |
| 18. JB | 60 | 10 | 18 | | |
| 19. CQ | 60 | 11 | md[3] | | md: has only "Use of Sources" subtest |

[1]Arranged in ascending order of Metropolitan Readiness Score (8-60).

[2]Only those pupils who achieved a raw score of 60 or below on the Metropolitan Readiness Test were included in First Grade Study.

[3]m.d. = missing data.

TABLE 9

9th Grade Achievers Interviewed in 11th Grade
From Which Ten Case Study Subjects Were Selected
(N=52)

| Number of ITED subtests at or above grade level | 1st Grade Method | 1st Grade METRO 1-39 (N=27) | | Comment | Number of ITED subtests at or above grade level | 1st Grade Method | 1st Grade METRO 40-60 (N=25) | | Comment |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 5 | BB | 33 | | 1 | 2 | BB | 50 | Missing 11th grade scores |
| 7 | 6 | JB | 38 | No parent interview GPA 3.5 | 7 | 6 | LC | 50 | |
| 3 | 2 | MB | 20 | No parent interview | 9 | 2 | TD | 48 | |
| 9* | 7 | LC | 35 | No parent interview | 3 | 4 | EF | 55 | |
| 1 | 1 | PC | 10 | | 7 | 3 | BF | 43 | |
| 1 | 1 | DD | 20 | | 1* | 6 | DG | 52 | |
| 1 | 4 | ID | 13 | | 8 | 4 | PH | 55 | |
| 1 | 2 | MD | 26 | | 1* | 7 | TH | 60 | |
| 8* | 6 | MK | 33 | | 1* | 7 | SK | 45 | m.d. Use of sources |
| 1 | 5 | DG | 38 | | 2 | 5 | SW | 43 | |
| 1 | 6 | CH | 30 | | 7 | 2 | PP | 52 | |
| 8 | 5 | WK | 27 | m.d.** Soc. St., Sci., Splg., Composite | 8 | 2 | SP | 59 | |
| 2 | 2 | SL | 38 | | 6 | 3 | CR | 42 | |
| 4 | 7 | RL | 35 | | 2 | 4 | KB | 43 | No parent interview m.d. Soc. St. & Sci. |
| 6 | 4 | MN | 27 | | 1* | 5 | VS | 52 | |
| 7 | 2 | JP | 33 | No parent interview | 4 | 2 | SS | 52 | |
| 8 | 5 | BR | 26 | " " " | 4 | 5 | DT | 43 | |
| 1 | 4 | JS | 26 | | 4 | 6 | RW | 59 | |
| 6 | 1 | PS | 32 | | 8 | 3 | WW | 50 | |
| 1 | 2 | DS | 25 | | 8 | 7 | SC | 60 | |
| 2 | 5 | KT | 16 | | 1* | 6 | JJ | 43 | |
| 3 | 1 | KT | 30 | | 8 | 7 | MB | 47 | |
| 1 | 7 | KW | 35 | | 8 | 6 | MH | 59 | |
| 8* | 4 | CW | 38 | | 8 | 4 | BK | 52 | |
| 9* | 6 | EW | 23 | m.d. Soc. St., Sci. | 8 | 3 | GP | 40 | |
| 9* | 2 | PH | 30 | Soc. St., Sci. | | | | | |
| 6 | 1 | DJ | 38 | No parent interview | | | | | |

*Chosen as case study subject.

**Missing data.

TABLE 10

9th Grade Low-Achievers Interviewed in 11th Grade From Which Ten Case Study Subjects Were Selected (N=19)

| Number of ITBD subtests at or above grade level | 1st Grade Method | 1st Grade METRO 1-39 (N=14) | | Comment | Number of ITBD subtests at or above grade level | 1st Grade Method | 1st Grade METRO 40-60 (N=5) | | Comment |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 3 | CA | 30 | | 0 | 1 | JB* | 60 | |
| 0 | 7 | JC | 23 | | 0 | 1 | RC* | 50 | |
| 0 | 5 | TC* | 18 | | 0 | 3 | KC* | 40 | |
| 0 | 2 | KF | 27 | | 0 | 6 | MK* | 52 | |
| 0 | 7 | DF* | 38 | | 0 | 3 | CQ* | 60 | |
| 0 | 3 | KH | 30 | | | | | | |
| 0 | 4 | DK | 27 | | | | | | |
| 0 | 7 | KL* | 26 | | | | | | |
| 0 | 4 | CM | 29 | | | | | | |
| 0 | 5 | TH | 13 | | | | | | |
| 0 | 7 | RP | 30 | | | | | | |
| 0 | 3 | CR* | 38 | | | | | | |
| 0 | 4 | DU* | 20 | | | | | | |
| 0 | 5 | MV | 8 | | | | | | |

*Chosen as case study subject.

APPENDIX D

Table 11.

Metropolitan Readiness Test
Form A
Raw Score--Percentile Rank Equivalents

Table 1. Percentile Ranks Corresponding to Total Scores on Form A

| *Total Score* | *Percentile Rank* | *Total Score* | *Percentile Rank* |
|---|---|---|---|
| Above 88 | 99+ | | |
| 86-88 | 99 | 49 | 38 |
| 84-85 | 98 | 48 | 36 |
| 82-83 | 97 | 47 | 35 |
| 81 | 96 | 46 | 33 |
| 80 | 95 | 45 | 31 |
| 79 | 94 | 44 | 29 |
| 78 | 93 | 43 | 27 |
| 77 | 92 | 42 | 26 |
| 76 | 91 | 41 | 25 |
| 75 | 89 | 40 | 23 |
| 74 | 88 | 39 | 22 |
| 73 | 86 | 38 | 20 |
| 72 | 84 | 37 | 19 |
| 71 | 83 | 36 | 17 |
| 70 | 81 | 35 | 16 |
| 69 | 79 | 34 | 15 |
| 68 | 77 | 33 | 14 |
| 67 | 75 | 32 | 13 |
| 66 | 73 | 31 | 12 |
| 65 | 71 | 29-30 | 11 |
| 64 | 69 | 28 | 10 |
| 63 | 67 | 27 | 9 |
| 62 | 65 | 26 | 8 |
| 61 | 63 | 24-25 | 7 |
| 60 | 61 | | |
| | | 23 | 6 |
| 59 | 59 | 21-22 | 5 |
| 58 | 57 | 19-20 | 4 |
| 57 | 55 | 17-18 | 3 |
| 56 | 53 | | |
| 55 | 51 | 14-16 | 2 |
| | | 9-13 | 1 |
| 54 | 48 | Below 9 | 1 - |
| 53 | 46 | | |
| 52 | 44 | | |
| 51 | 42 | | |
| 50 | 40 | | |

Gertrude H. Hildreth, Nellie L. Griffiths, and Mary E. McGauvran, Manual of Directions: Metropolitan Readiness Tests, New York: Harcourt, Brace and World, Inc., 1965.

Table 12

Ninth Grade Cohort Means*
for
Iowa Tests of Educational Development, Form X5
Cedar Rapids Community Schools, 1972-73

| Subtests | Cohort Mean |
|---|---|
| Reading | 14.6 |
| Vocabulary | 15.7 |
| Social Studies | 13.6 |
| Science | 15.3 |
| Language Arts | |
| Usage | 14.3 |
| Spelling | 13.4 |
| Math | 14.3 |
| Sources | 14.9 |
| Composite | 15.1 |

*Cohort means are the average scores achieved by students on a group administered test in a specific geographic area.

NUMBER OF SYSTEM AVERAGES
WI PERCENTILE RANKS

. RAPIDS COM

. RAPIDS COMM

THE IOWA TESTS OF BASIC SKILLS

SCHOOL CODE 11053 DATE TESTED JAN. 1970 PROCESS NO. 497

| NUMBER TESTED | | TEST V: VOCABULARY V | TEST R: READING R | TEST L: LANGUAGE SKILLS SPELLING L-1 | CAPITALIZATION L-2 | PUNCTUATION L-3 | USAGE L-4 | TOTAL L | TEST W: WORK-STUDY SKILLS MAPS W-1 | GRAPHS W-2 | REFERENCES W-3 | TOTAL W | TEST A: ARITHMETIC SKILLS CONCEPTS A-1 | PROBLEMS A-2 | TOTAL A | COMPOSITE C | CODED INFORMATION NT AVG N-CNT 1 2 3 4 5 6 7 8 9 10 11 12 13 14 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GRADE 3 | 1883 | 31.8<br>15 | 33.3<br>16 | 35.1<br>20 | 34.6<br>34 | 32.8<br>17 | 34.8<br>36 | 34.3<br>26 | 32.3<br>13 | 32.5<br>20 | 31.8<br>11 | 32.2<br>11 | 32.8<br>16 | 32.7<br>31 | 32.7<br>22 | 32.9<br>16 | 33.4 | 1838 |
| GRADE 4 | 1887 | 42.2<br>27 | 40.8<br>17 | 43.8<br>28 | 43.3<br>26 | 41.9<br>19 | 42.4<br>28 | 42.9<br>24 | 41.6<br>21 | 42.1<br>17 | 41.7<br>21 | 41.8<br>18 | 40.9<br>11 | 39.9<br>10 | 40.4<br>7 | 41.6<br>20 | 41.5 | 1652 |
| GRADE 5 | 1770 | 52.7<br>35 | 51.8<br>19 | 53.6<br>27 | 55.4<br>37 | 53.1<br>25 | 52.9<br>34 | 53.7<br>32 | 53.2<br>25 | 51.8<br>18 | 53.0<br>19 | 52.7<br>22 | 52.1<br>19 | 50.5<br>16 | 51.3<br>14 | 52.4<br>17 | 50.7 | 1790 |
| GRADE 6 | 1592 | 61.5<br>35 | 61.5<br>24 | 61.2<br>20 | 61.3<br>27 | 61.5<br>32 | 60.4<br>23 | 61.1<br>22 | 59.7<br>16 | 61.5<br>27 | 61.5<br>19 | 60.9<br>16 | 61.1<br>16 | 58.1<br>6 | 59.6<br>13 | 60.9<br>17 | 60.2 | 1620 |
| GRADE 7 | 1468 | 72.3<br>39 | 69.7<br>18 | 69.3<br>16 | 69.4<br>19 | 68.8<br>21 | 68.3<br>20 | 69.0<br>17 | 70.4<br>21 | 69.3<br>15 | 70.7<br>20 | 70.1<br>16 | | | | | | |
| GRADE 8 | 1715 | 82.3<br>34 | 79.1<br>18 | 78.9<br>20 | 78.7<br>23 | 77.2<br>15 | 78.4<br>22 | 78.3<br>17 | 79.3<br>17 | 79.9<br>22 | 79.9<br>18 | 79.7<br>18 | | | | | 36.0 | 1 |

Table 13
Sixth Grade District Means
on
Iowa Tests of Basic Skills

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APPENDIX E

# THE EFFECT OF DIFFERENT APPROACHES OF INITIAL INSTRUCTION ON THE READING ACHIEVEMENT OF A SELECTED GROUP OF FIRST GRADE CHILDREN

Cooperative Research Project No. 2698

Hale C. Reid
Hale C. Reid
Cedar Rapids, Iowa Community School District

and

Louise Beltramo
State University of Iowa

Billie Parr

1965

The research reported herein was supported by the Cooperative Research Program of the Office of Education, U. S. Department of Health, Education, and Welfare.

a prescribed time. Considering these factors, would not some overall, suggestive guidance be in order so that instruction is more closely geared to the group rather than dictated by teacher personality?

## Recommendations

Some of the following recommendations are made because it is felt that the results of organized observation, and to some extent, the tests used, seem to provide enough evidence to consider their use on a wide basis. (Designated A. in the following.) Others are suggested for further study because the evidence seems to point favorably to their adoption, but a wide spread adoption of practices should depend upon further research. (Designated B. in the following.)

### A. Recommended for Use on a Wide Basis

Identification. Observe low group pupils closely during the first few months of school. Adjust grouping and approach according to testing, observation, and supplemental data. Standardized tests, although helpful for identification, should not be the exclusive instrument for identifying the low reading group pupil.

Testing. Use readiness tests which include the types of comprehensive activities demanded in the actual reading act. The importance of this is pointed up by the fact that in this study, the methods whose pupils scored high on the midyear tests did not all score correspondingly high in the end-of-year tests, many of which more nearly approximated a true reading situation.

Materials. Provide materials for the low group pupil which are different from those used by other groups in the room so that he may avoid the stereotype "low," especially in his first experiences with school.

Introduce material which is colorful and appealing to pupils, which represents "reading" to them early in the year, and in which they can experience success. The low group pupil needs enrichment as much as, if not more than, the child at the top. He needs it for reinforcement, but he also needs it to satisfy his desire to do what he has come to associate with school, and most especially with first grade, i.e., learn to read.

Grouping. Keep the groups to 8 or less if possible. Avoid creaming off the top of the group. (Groups seemed to move with more strength, enthusiasm, and success when interaction was allowed between the stronger pupils and the poorer ones.) Move pupils freely when they have demonstrated the desire and ability to work with a "higher" group. Double grouping, i.e., allowing a pupil to work in the next higher group as well as his own group, can sometimes be helpful in effecting this change.

Pacing. Encourage teachers to keep the program moving. Avoid maximum effort for minimum response. Realize that vocabulary and skills training is repeated throughout the pre-primer and primer program and that a steady, consistent pace may provide greater dividends with the low group child than insistence on mastery at every level of each skill. However, realize too, that a child who is highly motivated and is moving successfully forward at his own pace will probably be a stronger reader than the child who is pushed through material too fast and may have to be retaught later on.

Teacher Factor. Never underestimate the importance of an excellent teacher. (Within the same methods, it was found that pupils of similar background, I.Q., and readiness scores performed very differently depending upon the teacher.) Choose teachers who understand what needs to be accomplished with these low group pupils. Augment the excellence of these

teachers with regular in-service meetings which deal specifically with the teaching of the low group pupil. Help teachers become cognizant of the theoretical base for the method being used, as well as of the theory of how children learn to read. Include principals who wish to participate in such meetings so that there may be a closer rapport between teacher and principal in realizing what is to be accomplished. Consider carefully how to include flexibility in the program so that the independent teacher may be allowed to exercise her ingenuity to the fullest.

Pupil Morale. Provide many situations where the pupil can express himself freely without fear of ridicule. Utilize opportunities and materials to foster independence and creativity.

Present material with the idea that the pupil can learn it. Avoid characterizing these pupils as the "low group."

B. Recommended for Further Study

The following aspects of this study seemed to have enough merit to warrant further study:

Methodology. 1) The presentation of new vocabulary in oral speech patterns before it is met visually. 2) The utilization of the cursory perusal technique in approaching a story. (This technique seemed natural for pupils even though it is somewhat contrary to the trend in today's basal reader manuals.) 3) The permitting of pupils to read aloud what they see as they first examine a story. (This might or might not result in a choral reading effect.) The testing longitudinally of the effect of this practice on both silent and oral reading. 4) The increasing of pupil exposure to good oral reading techniques by means of teacher example. 5) The consideration of stories in the basal reader as whole stories which are to be read for enjoyment with emphasis on story content. 6) The

separation of word study lessons from stories in the basal reader. 7) The keeping of individual and class evaluation records of progress in word study skills so that reinforcement may be given as needed. 8) The inclusion of opportunities for practice in the use of complete sentences. 9) The building of methodology from a broad language foundation which combines speaking, listening, reading, and writing, with an emphasis on the teaching of the upper and lower-case letters of a manuscript alphabet early in the first grade. 10) The fostering of low group pupil independence and creativity.

Combining Methods. Although many recommendations have actually been included in the preceding pages, a final word must be that further study is needed on how to isolate the most valuable elements of each of the methods in this study and combine them. If one looks at the results on the SAT only, one might think that a logical combination would be Methods I and III. Yet the actual combination, Method VI, ranked lower than any other method on almost every test. What happened in the process of combining these two methods? At this writing, it would be difficult to state accurately what did contribute to this situation. Perhaps, as has been stated earlier in the report,[1] the wrong parts of of these two methods were combined, or perhaps the provision for practice, reinforcement, or noting interrelationships was inadequate. As the teachers in Method VI were allowed to choose the lessons from Method III which they felt would be most valuable for their pupils, there may have been an element of misjudgment working which could be eliminated in giving closer examination to the possibility of such a combination.

Individualizing Instruction. If time permitted, an interesting comparative study might be conducted to see which method more effectively

[1] See p. 143.

reached the brighter pupils within the low group and which method produced the best results among the so-called dullest members of the population.

A study might also examine the possibility of early identification and remediation of pupils with acute perceptual problems.

Comparing with Established Methods. Based on the exploration that has been accomplished in the present study, the next step would seem to be to test a carefully designed combination method against the most commonly used approach for slow maturing first grade readers. A longitudinal study of the effect of such first grade training would also seem desirable as it is unlikely that tests taken at the end of the first year are adequate measures of longterm reading success.

APPENDIX F

CEDAR RAPIDS COMMUNITY SCHOOLS

May 20, 1975

Dear Parent,

During the school year 1964-65 the Cedar Rapids Community schools participated in a United States Office of Education Research Project to gather information about the teaching of reading in first grade. Twenty seven schools (fifty three classrooms) in Cedar Rapids were involved, and according to our records your son or daughter participated in the study.

Dr. Anabel Newman was employed from 1964-1966 as Coordinator of the first and second grade studies in Cedar Rapids. She is now Associate Professor of Reading Education at Indiana University, Bloomington, Indiana, and has for several years been carefully following the progress of the children who participated in the first grade study. Dr. Newman would now like to chat with students who were involved in the first grade study, and also with parents of those students.

Seldom is it possible to conduct a followup study after so many years have elapsed, but because Cedar Rapids is the stable community that it is, it has been determined that over 100 of the original participants are still enrolled in Cedar Rapids as eleventh graders.

This letter is to introduce Dr. Newman, to indicate that she has the approval of this office to contact each of you, and to say that we feel that this kind of long range study can contribute significantly to our knowledge of what makes a difference in a student's school experience over a number of years. We hope that it will be possible for Dr. Newman to contact you sometime during the week of May 26-30.

Sincerely,

George H. Ross, Director
Research and Evaluation

GHR/ml

EDUCATIONAL SERVICE CENTER
346 SECOND AVENUE S.W.
CEDAR RAPIDS, IOWA 52404
PHONE (319) 398-2000

APPENDIX G

CR 11th grade interview Student_____

Date_____

You have been selected to answer the following questions because of your special training in the first grade. Your answers will be helpful in answering the question "What are significant influences in the lives of successful readers?" Your responses will remain anonymous.

1. What is your memory of your first grade experience?

2. How did you feel about grade school generally?

3. What are your memories of your grade school experience?

   What important things happened?

   What were the circumstances?

4. How have you felt about high school?

   Subjects preferred?

   Subjects liked least?

5. Interests? Hobbies?

6. Do you enjoy reading?

7. What have you read lately?

8. Family influence on you in school? (model)

9. Special opportunities?

10. Motivation?

11. How would you change school, if you could?

12. What are some of your values?

13. Do you consider yourself to be a person who expresses considerable perserverance? In what areas? yes no

14. Have there been strong peer influences in your life?

15. What are your career plans?

College _____

Other _____

16. Sibling structure

a. Number of children/adults in home _____
b. Who are they? _____
_____
c. Number of siblings?

brothers?

sisters?

d. Where do you fit in the rank?

Other

17. What qualities do you express which you think have been valuable to you in school?

18. Is there anything else which you think might have been influential in affecting your school standing?

Interviewer comments:

CR 11th grade interviews Parent _____

Date _____

Your son/daughter was a participant in a special first grade readnng project from 1964-65. Your answers to the following questions will be most helpful in considering the question of influences on children as readers and will remain anonymous.

Background

1. What sort of reader was your child in first grade? Were you aware of special group placement? — Good Aver. Poor / Yes No

2. What has been your observation of the degree of interest on the part of the child in becoming a reader? — High Med. Low

3. What do you think were the most important things that happened to the child (model, motivation, pressure)?

   In school_____

   _____

   Out of school?_____

   _____

   _____

4. How much help has been given by the family? — High Med. Low

   With school work generally?_____

   With reading in particular?_____

5. Parent child relationship

   How is time spent with children?_____ — work_____ study_____ recreation_____ companionship_____

   _____

   Child read to regularly?_____ — Yes No

   Have questions and requests for help been answered?

   _____ — Yes No

   _____

**Predictions/projections**

6. What do you think student will do?_____

   What do you want him to do?_____

   How long have these expectations been known to him?

   _____

**Demographic Information**

7. Parent's occupations.

   Father_____
   Mother_____
   Other_____

8. Parent's educational level?

   Father_____

   Mother _____

   Other_____

9. Annual income_____

**Point of view**

10. What do you think is important in child rearing?

11. Do you have any second thoughts about the way you raised your son/daughter?

12. Is there anything else which you think might have been influential in affecting his school standing?

Interviewer comments:

APPENDIX H

# An Interim Report: Followup Study Of Pupils Who Were Underachieving In First Grade

Dr. Anabel P. Newman
Indiana University

A followup study of Cedar Rapids' pupils who were underachieving in reading in first grade (1964-65) is currently being conducted by Dr. Anabel Newman of Indiana University, Bloomington, Indiana. Over 400 children were included in the first grade study in 1964-65. Upon completion of first grade there were 310 pupils with complete records. In eleventh grade 135 of these pupils could be located in Cedar Rapids, and it is these 135 pupils who have been or will be personally interviewed by Dr. Newman. A copy of the interview questions for both parents and students is attached.

Dr. Newman has summarized seven of the questions to date and has provided a copy of the data analysis, summaries, implications, and recommendations. The following results represent outcomes of the first seven questions, plus reactions from having interviewed the parents and students personally.

1. A substantial number (89) of the 135 subjects diagnosed as lowest third at entry to first grade are assessed at or above community means on important abilities nine years later. For example, 44% of the students were achieving above grade level in "Spelling" as measured by the ITED administered when they were in ninth grade.

2. The student memories of grade school and their responses to high school have generally been positive (see summaries of questions 2, 3, and 4).

3. The subject area most generally preferred by these students who had been low group readers in first grade is Reading/Language Arts (see summary of question 4).

4. This is a group of students with a wide variety of interests, many of which will become career commitments. Often these are interests nourished by the schools (see Table A $4_a$, responses from BW re: how his interest in writing got started in second grade).

5. These are students who enjoy reading and do read (see responses to questions 6 and 7 as presented in Appendix).

6. Individually the students have often achieved high distinction within their schools. One boy is student body president, a girl is achieving in the top groups in all subjects, several students are performing in Music, many are college bound.

7. The influences upon these students have been varied: family, friends, a special teacher, the opportunity to work or travel. It seems to be an interaction of these variables which has contributed to the striking gains of over half of these students.

8. As a personal note, Dr. Newman adds that her general impressions of the Cedar Rapids students and schools have been very positive. The system as a whole compares very favorably at many of the finest systems in the country. It represents a community with stable and positive values whose children reflect these values in their school achievement.

11/20/75

January 10, 1976

TO: Dr. George Ross
FROM: Anabel P. Newman

RE: Interim Report on Longitudinal Study of Pupils Who Were Low Readiness in First Grade

The students interviewed this week were what I have termed non-achievers on the 9th grade ITED, that is, they did not achieve at or above grade level on any subtest of the ITED administered in May, 1973. Thirty three such students were identified and were distributed between the Cedar Rapids High Schools as indicated in Table 1. Also shown in Table 1 is the breakdown of students actually interviewed, those absent, dropped, or moved.

Parents of this group of students were also interviewed. It was not always possible to locate parents, but those who were contacted by telephone were distributed by schools in which their son or daughter was enrolled as shown in Table 2.

These students and parents were asked the same questions as had been posed to the achieving group interviewed in May 1975. Although the responses from the "non-achieving" group have not been as yet transcribed or analyzed, perhaps the following impressions may still be valid in that they reflect the interviewer's experience of several months of analysis of the "achiever" responses as against four days of student and parent interviews of the "non-achiever" responses. Table 3 presents the rough summary of these responses.

It can be seen that these students were different from the "achievers" interviewed last spring in that they've had fewer opportunities, their interests are not as broad, and their career plans are not as ambitious as were the career plans of the achievers. Generally, however, they are students achieving in the B-C grade range.

Undoubtedly this report would be further depressed if the students who had dropped, were absent, or had transferred to Metro had been included in the study. The four students currently assigned to Metro were not interviewed because of absence--either prolonged or seasonal. One of the four had been temporarily assigned to a state institution for rehabilitation for drug abuse. Another was working at a hamburger stand. Two others could not be located. Nine students of the 33 "non-achievers" were absent, three had dropped school, and one had moved to Iowa City.

Thus, fifty-seven percent of the non-achieving students were interviewed, twenty-seven percent were absent, nine percent had dropped, and six percent had moved.

Newman Analysis of Variables
Influencing Reading Scale

APPENDIX I

(NAVIR Scale)

Student Initials _____

Rater Name _____

Date _____

Analysis: Individual standing on a single variable

Variable: Model

Criteria: * A person or object scoring as an example
* A person to be imitated or compared with

Questions: (Student) 8, 10, 14, 18
(Parent) 3, 4, 5, 7, 8, 12

| Scale | Description | Rater Judgment |
|---|---|---|
| 1. Positive Model | Ideal situation in which individual is exposed to the most positive model(s) known or imagined. | |
| 2. Very high | | |
| 3. High | | |
| 4. Medium | | |
| 5. Low | | |
| 6. Very Low | | |
| 7. Negative Model | The hypothetical situation in which an individual is exposed to the most negative model(s) known or imagined. | |
| 8. Not able to judge | | |
| 9. No evidence | A situation in which there is no evidence to judge the degree of modeling operating in the individual's experience. | |

A. Newman, 5/10/77

Newman Analysis of Variables
Influencing Reading Scale
(NAVIR Scale)

Student Initials _____

Rater Name _____

Date _____

Analysis: Individual standing on a single variable

Variable: Motivation

Criteria: * that which stimulates to action
* that which provides incentive to action

Questions: (Student) 3, 4, 5, 6, 7, 8, 10, 14, 18
(Parent) 2, 3, 4, 5, 6, 12

| Scale | Description | Rater Judgment |
|---|---|---|
| 1. Positive Motivation | An ideal state in which individual responds willingly to positive internal or external motivation and/or incentive to act. | |
| 2. Very High | | |
| 3. High | | |
| 4. Medium | | |
| 5. Low | | |
| 6. Very Low | | |
| 7. Negative Motivation | The hypothetical state of being in which an individual is most adversely or negatively motivated to act, most especially with reference to school and educational community. | |
| 8. Not able to judge | | |
| 9. No evidence | A circumstance in which there is no evidence to judge the degree of motivation operating in the individual's experience. | |

Newman Analysis of Variables
Influencing Reading Scale
(NAVIR Scale)



Student Initials _____ Analysis: Individual standing on a single variable

Rater Name _____

Date _____

Variable: Interest

Criteria:
* that which arouses the curiosity
* that which fascinates or absorbs
* that which holds the attention
* that which causes involvement
* that which elicits concern

Questions: (Student) 2, 3, 4, 5, 6, 7, 9, 10, 11, 15, 18
(Parent) 2, 3, 5, 6, 12

| Scale | Description | Rater Judgment |
|---|---|---|
| 1. Positive Interest | An ideal state in which individual evidences curiosity, fascination, absorption, attentiveness, involvement and concern in school and other activities. | |
| 2. Very High | | |
| 3. High | | |
| 4. Medium | | |
| 5. Low | | |
| 6. Very Low | | |
| 7. Negative Interest | The hypothetical state of being in which an individual evidences no curiosity, absorption, attentiveness, involvement, or concern in school or other activities. | |
| 8. Not able to judge | | |
| 9. No evidence | An individual situation in which there is no evidence to judge the degree of interest operating in the individual's experience. | |

A. Newman, 5/10/77

Newman Analysis of Variables
Influencing Reading Scale
(NAVIR Scale)



Student Initials _____

Rater Name _____

Date _____

Analysis: Individual standing on a single variable

Variable: Perseverance

Criteria:
* holding to a course of action without giving way
* endurance in pursuit of desired end (steadfastness, persistence, tenacity)
* withstanding difficulty or resistance

Questions: (Student) 13
(Parent) 0

| Scale | Description | Rater Judgment |
|---|---|---|
| 1. Positive Perseverance | An ideal state in which the individual evidences an infinite amount of perseverance in approaching action or tasks. | |
| 2. Very High | | |
| 3. High | | |
| 4. Medium | | |
| 5. Low | | |
| 6. Very Low | | |
| 7. Negative Perseverance | A hypothetical state in which individual evidences no perseverance in approaching action or task. | |
| 8. Not able to judge | | |
| 9. No evidence | A state in which there is no evidence to judge the degree of perseverance operating in the individual's experience. | |

A. Newman, 5/10/77

Newman Analysis of Variables
Influencing Reading Scale
(NAVIR Scale)



Student Initials _____

Rater Name _____

Date _____

Analysis: Individual standing on a single variable

Variable: Pressure

Criteria:
* A constraining influence upon mind or will
* An urgent claim or demand
* A burdensome, distressing, or weighty condition
* Force, as by overpowering influence or persuasion

Questions: (Student) 8, 11, 14, 15, 16, 18
(Parent) 3, 4, 5, 6, 12

| Scale | Description | Rater Judgment |
|---|---|---|
| 1. Little Pressure | An ideal state in which individual is completely self-governed with no outside pressure exerted to impel action. | |
| 2. Very Little | | |
| 3. Little | | |
| 4. Medium | | |
| 5. High | | |
| 6. Very High | | |
| 7. Much Pressure | The hypothetical state in which an individual cannot or has not operated without outside pressure. | |
| 8. Not able to judge | | |
| 9. No evidence | A state in which there is no evidence by which to judge the amount of pressure operating in the individual's experience. | |

A. Newman, 5/10/77

APPENDIX J

First Level Data Analysis:

Educational
Psychological
Physiological
Cultural

| Group 1. | High First<br>Low Ninth |
|---|---|
| 1st<br>Metro | 9th<br>ITED |
| 60 J. B. | 10 |
| 60 C. Q. | 11 |
| 52 M. K. | 12 |
| 50 R. C. | 10 |
| 40 K. C. | 10 |

J.B. (Male)

Group 1
Low Achiever - 9th
Upper half of first
grade subjects
(Metro 60)

EDUCATIONAL[1]

| | VARIABLE OPERATING |
|---|---|
| **Mother's responses** | |
| - Considered J.B. a good reader in first grade. | |
| - He has had better reports in senior high machine work. Teacher has encouraged. | (motivation) |
| - He has received good grades in math. (SAT 9th and 11th) | |
| - Reads a lot in room. | (interest) |
| **J.B.'s responses** | |
| - Favorite subjects: Likes math and gym all the way through school. Preferred math and machine shop in high school. | |
| - Least preferred subjects: Can't work at English | |
| - Change school: Likes school as it is. Wouldn't change it. | (interest) |
| - Future plans: Plans to go to college with special emphasis on math, machine shop, history. | |
| - Grade point average: Thinks he has about a "B" average. | |

PSYCHOLOGICAL[2]

| | |
|---|---|
| **Mother's responses** | |
| - He was a quiet kid. Never said too much. | |
| - He's had an average amount of interest in becoming a reader. | (interest) |
| - Has shown leanings to be a good business man. Mother was told this in fourth grade. He has worked 6-8 years with paper route. | (perseverance) |
| **J.B.'s responses** | |
| - Interests/hobbies: Enjoys sports--basketball, football, baseball | |
| - Enjoyment of reading: Likes to read if it's a good book. Reads about a book a month. | (interest) |
| - Read lately: The Hobbit | |
| - Considers himself to have been influenced by his mother, and an older brother and sister. | (model) |

[1]See achievement test scores for grades 1, 6, 9, 11 at conclusion of case study.
[2]See IQ scores for grades 1, 6, 9 at conclusion of case study.



J.B.

| | VARIABLE OPERATING |
|---|---|
| - Values: himself, family, friends, education | (interest) |
| - Perseverance: in math | (perseverance) |
| - Qualities: Considers his desire to learn a valuable quality | (interest) |
| - Says his ability to handle pressure has affected his school standing. | |

PHYSIOLOGICAL

| | |
|---|---|
| **Mother's responses** | |
| - None. | |
| **J.B.'s responses** | |
| - J.B. has a twin sister. | |

CULTURAL

| | |
|---|---|
| **Mother's responses** | |
| - Mother divorced and remarried. | |
| - Mother has praised a lot for work. | (motivation) |
| - Little time spent with children, although there was time to talk problems over. | |
| - No pressure on J.B. as to career goals. | |
| - Parents' education: Father, educational level unknown to mother; mother, 9th grade | |
| - Eight children: two older, four younger, a twin sister to J.B. | |
| -Annual income: $3252. | |
| **J.B.'s responses** | |
| - Special opportunities: Considers his job with the local paper one. | |
| - Motivation: Thinks of his eagerness and curiosity as being his special motivation. | (motivation) |
| - Sees no special peer influences operating in his life. | |
| - Will have to work as he attends college. | |
| - Grandfather lives with family. | |

Achievement Tests

| SAT[1] | 1st | ITBS[2] | 6th | ITED[3] | 9th | 11th |
|---|---|---|---|---|---|---|
| Wd Mng | 17 | Lang Skills | | Rdg | 8 | 14 |
| Par Mng | 14 | Vocab | 35 | Vocab | 11 | 13 |
| Vocab | 11 | Rdg | 51 | Soc St | 12 | 18 |
| Splg | 4 | Splg | 52 | Sci | 1 | 14 |
| WdSS | 14 | Cape | 48 | Lang Arts | | |
| | | Punc | 47 | Usa | 9 | 16 |
| | | Usage | 39 | Splg | 11 | 11 |
| IQ Tests | | Total | 52 | Math | 10 | 21 |
| | | WkSS | | Sources | 9 | 16 |
| 1st WISC[4] | | Maps | 51 | Composite | 10 | 17 |
| Verb | 98 | Graphs | 41 | | | |
| Perf | 104 | Refs | 43 | | | |
| Full | 101 | Total | 44 | | | |
| PINTNER[5] | 91 | Arith | | | | |
| | | Concepts | 57 | | | |
| 6th L-T[6] | 97 | Probs | 71 | | | |
| | | Total | 62 | | | |
| 9th L-T | 98 | Composite | 57 | | | |

*Above cohort mean.

[1]Stanford Achievement Test. Truman L. Kelley et al. Primary 1, Battery Form X. New York: Harcourt Brace and World, Inc., 1963-64.

[2]Iowa Tests of Basic Skills. A. N. Hieronymus and E. F. Lindquist. Iowa City, Iowa: Houghton Mifflin and Company.

[3]Iowa Tests of Educational Development. E. F. Lindquist and Leonard S. Feldt. Chicago: Science Research Associates.

[4]Intelligence Scale for Children. David Wechsler. New York: The Psychological Corporation, 1949.

[5]Pintner-Cunningham Primary Tests. Rudolph Pintner, Bess V. Cunningham, and Walter N. Durost. New York: Harcourt, Brace and World, Inc., 1935-1964.

[6]Lorge-Thorndike Intelligence Tests. Irving Lorge, Robert L. Thorndike, and Elizabeth Hagen. Boston: Houghton-Mifflin, Company, 1954-1966.

C.Q. (Female)

Group 1
Low Achiever - 9th
Upper half of first
grade subjects
(Metro 60)

EDUCATIONAL[1]

VARIABLE OPERATING

Mother's responses
- A terrible reader in first grade. Child wasn't interested in reading. Schoolwork showed she couldn't read. (interest)
- Mother begged them to remove from second grade research. They wouldn't. Mother wanted them to teach by phonics. (Interviewer note: C.Q. was in Method III, Literature, in 1st grade research. In 2nd grade study in a research group (BRIT), which used a basal reader, and for which inservice training was provided. Phonics training was included as a regular part of the basal instruction.)
- She got going with pressure in the 7th and 8th grades. (pressure)
- She's more interested now than ever in becoming a reader. (interest)

C.Q.'s responses
- Memories of grade school: Liked grade school "all right," but remembers it as being hard.
- Feelings about high school: Likes it better. Easier.
- Favorite subjects: math, social studies, adult living class (interest)
- Least preferred subjects: language and writing (interest)
- Enjoyment of reading: "If it's good."
- Read lately: Dibs: In Search of Self.
- Sees friends and teachers as being influential in experiences. (model)
- Change school: Bigness and cliques at school.

PSYCHOLOGICAL[2]

Mother's responses
- C.Q. a slower starter than older sister.
- The oldest daughter answered her questions for help.
- Important in rearing: Love, compassion, and family togetherness. It's important to be with them as much as possible.

[1]See achievement test scores for grades 1, 6, 9, 11 at the conclusion of case study.
[2]See IQ scores for grades 1, 6, 9 at the conclusion of case study.



VARIABLE OPERATING

- Second thoughts about rearing: I wouldn't spoil C.Q. so much if given another chance.

C.Q.'s responses
- Interests/hobbies: dating, work, good time (interest)
- Thinks of herself as inner motivated. (motivation)
- Values: love.
- Perseverance: if mind set. Depends on (perseverance) what it is.
- Future plans: No career plans yet. Perhaps be a buyer.
- Valuable quality in school: Values her own openness

PHYSIOLOGICAL

Mother's responses
- None

C.Q.'s responses
- The youngest child.

CULTURAL

Mother's responses
- Didn't start working with C.Q. until 2nd grade.
- A modest amount of help given with schoolwork. (motivation)
- Husband worked nights.
- Mother read to children. (model)
- Neighbor's girl could read and read to girls. Older sister read to C.Q. (model)
- C.Q. worked at K-Mart service desk.
- Family has been camping for years. Made first camper.
- Mrs. Q. loved music. Wanted C.Q. to continue with music. C.Q. couldn't because of conflicts.
- Mother has no preferences as to what C.Q. does.
- Parents' occupations: Father, blue collar; mother, postal worker
- Parents' education: Father, 10th grade plus GED in May; mother, high school graduate
- Annual income: $24,000
- "I told girls they must go full twelve years (pressure) to school."

C.Q.'s responses
- C.Q. is not aware of any special influence in her life.
- Sees camping all over the states as her only opportunity.
- Strong influence from aunt in N.Y. (model)

Ca

Achievement Tests

| SAT[1] | 1st | ITBS[2] | 6th | ITED[3] | 9th | 11th |
|---|---|---|---|---|---|---|
| Wd Rdg | 14 | Lang Skills | | Rdg | 9 | 12 |
| Par Rdg | 14 | Vocab | 48 | Vocab | 10 | 11 |
| Vocab | 20 | Rdg | 54 | Soc St | 5 | 10 |
| Splg | 6 | Splg | 47 | Sci | 8 | 12 |
| WdSS | 27 | Caps | 44 | Lang Arts | | |
| | | Punc | 58 | Usa | 12 | 12 |
| | | Usage | 54 | Splg | 6 | 10 |
| IQ Tests | | Total | 51 | Math | 11 | 12 |
| 1st WISC[4] | | WkSS | | Sources | 17 | 13 |
| Verb | 84 | Maps | 73* | Composite | 11 | 12 |
| Perf | 97 | Graphs | 45 | | | |
| Full | 12 | Refs | 51 | | | |
| PINTNER[5] | 10 | Total | 54 | | | |
| 6th L-T[6] | 91 | Arith Concepts | 42 | | | |
| | | Probs | 51 | | | |
| 9th L-T | 91 | Total | 47 | | | |
| | | Composite | 51 | | | |

*above cohort mean.

[1] Stanford Achievement Test. Truman L. Kelley et al. Primary 1, Battery Form X. New York: Harcourt Brace and World, Inc., 1963-64.

[2] Iowa Tests of Basic Skills. A. N. Hieronymus and E. F. Lindquist. Iowa City, Iowa: Houghton Mifflin and Company.

[3] Iowa Tests of Educational Development. E. F. Lindquist and Leonard S. Feldt. Chicago: Science Research Associates.

[4] Intelligence Scale for Children. David Wechsler. New York: The Psychological Corporation, 1949.

[5] Pintner-Cunningham Primary Tests. Rudolph Pintner, Bess V. Cunningham, and Walter N. Durost. New York: Harcourt, Brace and World, Inc., 1935-1964.

[6] Lorge-Thorndike Intelligence Tests. Irving Lorge, Robert L. Thorndike, and Elizabeth Hagen. Boston: Houghton-Mifflin, Company, 1954-1966.

M.K. (male)

Group 1
Low Achiever - 9th
Upper half of first grade subjects
(Metro 52)

EDUCATIONAL[1]

VARIABLE OPERATING

Mother's responses
- Poor reader in first grade.
- Low interest in becoming a reader. (interest)
- Kids all went to Jefferson. Three kids dropped out.
- Kids smoking marijuana. Jocks running around the halls with drugs. (model)
- One boy killed in car accident.
- Her three dropouts all said they didn't need to go to school to learn about those things. (model)
- Tried a lot of things. Did better before going to Jefferson. (pressure, motivation)
- Low amounts of help. Some help in grade school. (model, motivation, pressure)
- Read to by mother. (model)
- Questions answered by mother. (model)
- Second thoughts about rearing: More homework at home.

M.K.'s responses
- Feelings about school: Better 'n nothing. (interest)
- Memories: Lots of fights. Even with principal. (motivation)
- Feelings about high school: Drag. (interest)
- Favorite subjects: Metal shop; language arts, Amer. Studies (interest)
- Least favorite subjects: Science, math (interest)
- Reading: Depends on book. (interest)
- Read lately: Jaws, Exorcist, Judah
- Changs school: attendance policies
- Other influences on school standing: Attendance for the past two or three years.

[1]See achievement test scores for grades 1, 6, 9, 11 at conclusion of case study.



PSYCHOLOGICAL[2]

VARIABLE OPERATING

Mother's responses
- Understanding most important in child rearing.

M.K.'s responses
- Family influence: My brother. (model)
- Motivation: Interest. (interest, motivation)
- Values: Money. (interest, motivation)
- Perseverance: Some things. (perseverance)
- Qualities valuable: Friendliness.

PHYSIOLOGICAL
Addison's disease
Middle child

CULTURAL
Mother's responses
- Camped, fished in grade school (interest)
- Do: Wanted to go into Army. Or to be a policeman.
- Might go to Mercy Hospital as an aide.
- Father is a truck driver. Much illness. Enters hospital tonight. (model)
- Parent education: father, 11th; mother, h.s. (model)

M.K.'s responses
- Interests/hobbies: Hunt, swim (interest)
- Opportunities: Summer camping
- Peer influences: girl friend (model)

[2]See IQ scores for grades 1, 6, 9 at conclusion of case study.

MK

Achievement Tests

| SAT[1] | 1st | ITBS[2] | 6th | ITBD[3] | 9th | 11th |
|---|---|---|---|---|---|---|
| Wd Mng | 11 | Lang Skills | | Rdg | 12 | 12 |
| Par Mng | 12 | Vocab | 8F | Vocab | 9 | 11 |
| Vocab | 9F | Rdg | 5A | Soc St | 12 | 10 |
| Splg | 1 | Splg | 4A | Sci | 5 | 17 |
| WdSS | 9F | Caps | 3F | Lang Arts | | |
| | | Punc | 1A | Usa | 12 | 13 |
| | | Usage | 4/ | Splg | 11 | 12 |
| IQ Tests | | Total | 2A | Math | 13 | 14 |
| 1st WISC[4] | | WkSS | | Sources | 7 | 11 |
| Verb | 116 | Maps | 4A | Composite | 14 | 13 |
| Perf | 121 | Graphs | 3F | | | |
| Full | 118 | Refs | 7A | | | |
| PINTNER[5] | 113 | Total | 7A | | | |
| 6th L-T[6] | 121 | Arith | | | | |
| | | Concepts | 9A | | | |
| 9th L-T | 117 | Probs | 3F | | | |
| | | Total | 4F | | | |
| | | Composite | 4/ | | | |

[1]Stanford Achievement Test. Truman L. Kelley et al. Primary 1, Battery Form X. New York: Harcourt Brace and World, Inc., 1963-64.

[2]Iowa Tests of Basic Skills. A. N. Hieronymus and E. F. Lindquist. Iowa City, Iowa: Houghton Mifflin and Company.

[3]Iowa Tests of Educational Development. E. F. Lindquist and Leonard S. Feldt. Chicago: Science Research Associates.

[4]Intelligence Scale for Children. David Wechsler. New York: The Psychological Corporation, 1949.

[5]Pintner-Cunningham Primary Tests. Rudolph Pintner, Bess V. Cunningham, and Walter N. Durost. New York: Harcourt, Brace and World, Inc., 1935-1964.

[6]Lorge-Thorndike Intelligence Tests. Irving Lorge, Robert L. Thorndike, and Elizabeth Hagen. Boston: Houghton-Mifflin, Company, 1954-1966.

R.C. (female)

Group 1
Low Achiever - 9th
Upper half of first
grade subjects
(Intro 50)

VARIABLE OPERATING

EDUCATIONAL[1]

Mother's responses
- Mother perceived R.C. to be a poor reader in 1st grade. R.C. was younger when starting at Madison.
- Mother was aware of special group placement.
- Other factors which mother thought were influential in affecting R.C.'s school standing: 1st grade teacher had problems. It may have influenced R.C. in getting started.

R.C.'s responses
- First grade: Went to Madison School. No memory of teacher.
- General feelings about grade school: She liked it.
- Memories of grade school: She liked moving from room to room for different classes in 6th grade. Liked the teachers the best. In 6th grade students helped 1st graders and R.C. liked that.
- Feelings about high school: "I don't like high school."
- Favorite subjects: typing and math (interest)
- Least preferred subjects: Science because of teacher and American Studies because of government topics.
- Change school: Administration closer to students.

PSYCHOLOGICAL[2]

Mother's responses
- Mother observed a low degree of interest on R.C.'s part in becoming a reader compared to R.C.'s two older sisters. (interest)

R.C.'s responses
- Interests/hobbies: Plays all kinds of sports. "I've never had a hobby." (interest)

---

[1]See achievement test scores for grades 1, 6, 9, 11 at conclusion of case study.
[2]See IQ scores for grades 1, 6, 9 at conclusion of case study.

| | VARIABLE OPERATING |
|---|---|
| - Enjoyment of reading: "Yeah. If I can find a good book." R.C. reads about 10 books per week. | (interest) |
| - Read lately: Mostly mysteries about girls. | (interest) |
| - Motivation: "Mostly I see other people doing them (things); just looks interesting I guess." | (motivation) |
| - Values: friends | |
| - Perseverance: Depends on interest; really likes job. | (perseverance, interest) |
| - Future plans: Would like to attend Coe College. | |
| - Qualities: Has progressed from extreme shyness to outgoing. | |

PHYSIOLOGICAL

R.C.'s responses
- R.C. is middle sibling of 3 still at home. (Actually total of 4 children.)

CULTURAL

Mother's responses
- Most important things that happened to R.C.: Had bad problems with speech. Beginning in 1st grade R.C. went to speech therapy for 2 years. No special pressures. (pressure)
- Low amount of help was given by the family with school work in general and with reading in particular.
- Parent-child relationship: Mother indicated that time spent with R.C. was in work.
- R.C. was not read to regularly. (model)
- Questions and requests for help have been answered by mother or older sister.
- Predictions/projections: Undecided but probably hospital work. Mother wants R.C. to make up her own mind. (pressure)
- Parents' occupations: Father, Northwestern Bell; mother, city assessor's office (model)
- Parents' education: Father, 1 year college; mother, high school graduate (model)
- Annual income: $10,000-$15,000
- Important factors in rearing:
  a) providing plenty of time with child when they're little.
  b) patience.
  c) not sending them to school too early.
- Second thoughts about rearing: More time, more patience; "I don't think I'd start her (to school) much before 6 years."



| | VARIABLE OPERATING |
|---|---|
| R.C.'s responses | |
| - Family influences in school: Older sister in choosing courses. | (model) |
| - Special opportunities: Job at Harding School in main office as runner and clerical helper. Sports year round; basketball, open gym; camping. | (interest) |
| - Strong peer influences: None | |
| - Other influences: Putting my mind to it. | (perseverance) |

RC

Achievement Tests

| SAT[1] | 1st | ITBS[2] | 6th | ITED[3] | 9th | 11th |
|---|---|---|---|---|---|---|
| Wd Mng | 14 | Lang Skills | | Rdg | 9 | 9 |
| Par Mng | 11 | Vocab | 45 | Vocab | 6 | 10 |
| Vocab | 15 | Rdg | 57 | Soc St | 9 | 10 |
| Splg | 1 | Splg | 55 | Sci | 3 | 14 |
| WdSS | 10 | Capa | 58 | Lang Arts | | |
| | | Punc | 61 | Usa | 13 | 21* |
| | | Usage | 57 | Splg | 11 | 11 |
| IQ Tests | | Total | 61 | Math | 9 | 14 |
| | | WkSS | | Sources | 11 | 9 |
| 1st WISC[4] | | Maps | 37 | Composite | 10 | 13 |
| Verb | 105 | Graphs | 43 | | | |
| Perf | 113 | Refs | 24 | | | |
| Full | 108 | Total | 55 | | | |
| PINTNER[5] | 95 | Arith | | | | |
| 6th L-T[6] | 97 | Concepts | 67* | | | |
| | | Probs | 50 | | | |
| 9th L-T | 95 | Total | 57 | | | |
| | | Composite | 57 | | | |

*above cohort mean.

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[1]Stanford Achievement Test. Truman L. Kelley et al. Primary 1, Battery Form X. New York: Harcourt Brace and World, Inc., 1963-64.

[2]Iowa Tests of Basic Skills. A. N. Hieronymus and E. F. Lindquist. Iowa City, Iowa: Houghton Mifflin and Company.

[3]Iowa Tests of Educational Development. E. F. Lindquist and Leonard S. Feldt. Chicago: Science Research Associates.

[4]Intelligence Scale for Children. David Wechsler. New York: The Psychological Corporation, 1949.

[5]Pintner-Cunningham Primary Tests. Rudolph Pintner, Bess V. Cunningham, and Walter N. Durost. New York: Harcourt, Brace and World, Inc., 1935-1964.

[6]Lorge-Thorndike Intelligence Tests. Irving Lorge, Robert L. Thorndike, and Elizabeth Hagen. Boston: Houghton-Mifflin, Company, 1954-1966.

K.C. (female)

Group 1
Low Achiever - 9th
Upper half of first
grade subjects
(Metro 40)

EDUCATIONAL[1]

VARIABLE OPERATING

Mother's responses
- Sort of reader in 1st grade: Good
- Aware of special group placement: Yes
- Interest in becoming a reader:
  Medium. Has streaks of reading paper-backs. (interest)

K.C.'s responses
- First grade: Mrs. McGinnis . Hiawatha.
- Grade school generally: It was worse than it is here. Here you get more freedom. You can do what you want. There you got to sit down and study. The teachers were pretty good though. I liked that. I liked my sixth grade the best. It was a woman, Mrs. Grube. She was like mother to me. She taught math. I went steady for the first time in 5th grade.
  I didn't go to 3rd grade at all. I felt like I was sick every day. I didn't wanna go. I didn't like that class. I had Mrs.___. I was starting out writing left hand and she wanted me to change to right, and I didn't like that. I wanted to do it my way. So every day I'd get up, "I don't feel good, Mom!" (How do you write now?) Right-handed. She switched me....She kept at you, like you have to go up to the board and write. When you started left-handed, she'd change it to your right. (Are you ambidextrous now?)...Not really well with my left, but I can use it if the right gets injured. (pressure)
- Feelings about high school: High school's great. I really enjoy it. Classes are hard, but they're easy enough to get by. You don't really have to stretch yourself. And the kids are great. Everyone likes everyone. They don't care--big, small, white, purple, whatever, it's great. (interest)
- Favorite subjects: Science, and I enjoy going over to pre-school everyday. I like cooking, food, ceramics (interest)
- Least preferred subjects: Math very hard. At least for me. And social studies...I can't get the dates and stuff. That's hard. Most of them I like, though. (interest)

[1]See achievement test scores for grades 1, 6, 9, 11 at conclusion of case study.



VARIABLE OPERATING

- Change school: I don't think I'd change anything about high school. The stuff, when they send out, that let you know if you've been cutting classes and stuff like that, that's good. But, let's see, elementary, I'd like to do something about the kids. Cutting other kids down. Cause everyone's equal...if they have feelings about another kid, go ahead and say it.... Counselors, I don't know. They sit and listen, but...They hear the same thing over and over, and answer the same thing. But it's not always the same thing for a different child.
- Values: ...And the teachers that gave me the education. (model, motivation)
- Grade point average: I'm between a C and a B....It had to be the teachers, I mean, coming after school. Their time and patience. But then again, there's the students, you know. Your friends have helped you, with your homework and stuff. (motivation) (model)

PSYCHOLOGICAL[2]

Mother's responses
- Future plans: Has talked about going to college. I let her make up her own mind. (pressure)

K.C.'s responses
- Interests/hobbies: I like to horseback ride. I love that. Horses are my favorite. And playing with the dog. (Own horse?) No, I go out to Coralville. Around there, I like to collect old records, from way back when to nowdays. I like to dance. I like to have a good time, I don't know. (interest) (interest)
- Enjoyment of reading: No, not at all.
- Read lately: Helter Skelter. It's about the Manson murders. The slaughter he did at the Tate house.
- Motivation: I guess just the interest in the stuff. And if something looks fine I'll go ahead and try it. And, of course, if the gang's doing it, you know. (motivation) (pressure, model)
- Values: My family, my friends, and the opportunity I've got to go to school. To graduate. That I didn't have to.

[2]See IQ scores for grades 1, 6, 9 at conclusion of case study.

VARIABLE OPERATING

And the teachers that gave us the education.

- You should put my employer down there. For giving me the job.
- Perseverance: I can't put anything down. If I start a card game there's no way I'm going to quit without finishing. No, I have to finish it first. (perseverance)
- Future plans: I'm undecided. I wanna do something with pre-school. You know, go into that. I also want to be an interior decorator, so I'm not sure which one....I go to preschool every day. I used to last term, too. (Anything to prepare you for interior decorating?) Not really. It sounds good to go into other people's houses. (interest)
- Qualities expressed valuable at school: (examiner supplied--friendliness, openness). Groupness. I'm not a loner.

PHYSIOLOGICAL

Mother's responses
- None.

K.C.'s responses
- None.

CULTURAL

Mother's responses
- Most important things (model, motivation, pressure): No awareness of any such influences.
- Help given by family: Low amount. Only if needed. No help given with reading.
- Parent-child relationship: A lot of time spent together in camper, and working at filling station. Family now own filling station business together. K.C. works at K-Mart.
- K.C. was read to regularly. (model)
- Questions and requests for help: answered regularly.
- Parents' occupations: Father owns filling station. Mother helps at the station.
- Parents' education: 12th grade for each
- Annual income: $14,000 (varies)
- Important in rearing: good guidance and companionship
- Second thoughts about rearing: No, she's turned out pretty well.
- Other influences: Both of us working together.



VARIABLE OPERATING

K.C.'s responses
- Influence from family: No, not really. My parents don't believe in doing that. If you're gonna be a black sheep of the family, that's what you're gonna be. They don't influence you either way. They just kind of try to guide ya. (pressure)
- Special opportunities: I can't think of any off hand, we went to Florida and Kentucky and California....
  My dad's mother's a teacher. Used to be and then she retired....I work at Hy-Vee.
- Peer influences: I never used to wear jeans. They got me to wear those...they've influenced me to really go out a lot, and they notice that. If a guy notices that you care enough to go out at the same time he's going out, and go to his games and watch him, well they've influenced me there. If you like a guy, do what he's interested in. If he's interested in baseball, go watch him. (model)
- People at home now: Five. Mother, father, two sisters, and me. I'm oldest.

KC

Achievement Tests

| SAT[1] | 1st | ITBS[2] | 6th | ITED[3] | 9th | 11th |
|---|---|---|---|---|---|---|
| Wd Mng | 12 | Lang Skills | | Rdg | 11 | 12 |
| Par Mng | 15 | Vocab | 47 | Vocab | 12 | 11 |
| Vocab | 15 | Rdg | 53 | Soc St | 6 | 10 |
| Splg | 7 | Splg | 44 | Sci | 10 | 14 |
| Wdng | 14 | Capa | 43 | Lang Arts | | |
| | | Punc | 57 | Usa | 4 | 12 |
| | | Usage | 62 | Splg | 11 | 12 |
| IQ Tests | | Total | 53 | Math | 11 | 12 |
| 1st WISC[4] | | WRSS | | Sources | 5 | 11 |
| Verb | 84 | Maps | 46 | Composite | 10 | 13 |
| Perf | 92 | Graphs | 44 | | | |
| Full | 87 | Refs | 44 | | | |
| PINTNER[5] | 94 | Total | 53 | | | |
| 6th L-T[6] | 102 | Arith | | | | |
| | | Concepts | 55 | | | |
| 9th L-T | 96 | Probs | 47 | | | |
| | | Total | 48 | | | |
| | | Composite | 54 | | | |

[1]Stanford Achievement Test. Truman L. Kelley et al. Primary I, Battery Form X. New York: Harcourt Brace and World, Inc., 1963-64.

[2]Iowa Tests of Basic Skills. A. N. Hieronymus and E. F. Lindquist. Iowa City, Iowa: Houghton Mifflin and Company.

[3]Iowa Tests of Educational Development. E. F. Lindquist and Leonard S. Feldt. Chicago: Science Research Associates.

[4]Intelligence Scale for Children. David Wechsler. New York: The Psychological Corporation, 1949.

[5]Pintner-Cunningham Primary Tests. Rudolph Pintner, Bess V. Cunningham, and Walter N. Durost. New York: Harcourt, Brace and World, Inc., 1935-1964.

[6]Lorge-Thorndike Intelligence Tests. Irving Lorge, Robert L. Thorndike, and Elizabeth Hagen. Boston: Houghton-Mifflin, Company, 1954-1966.

Group 2.

Low First
Low Ninth

| 1st Metre | | 9th ITED |
|---|---|---|
| 38 | C. R. | 8 |
| 38 | D. F. | 10 |
| 26 | E. L. | 10 |
| 20 | D. U. | 8 |
| 18 | T. C. | 11 |

C.R. (female)

Group 2
Low Achiever - 9th
Lower half of first
grade subjects
(Metro 3B)

EDUCATIONAL[1]

VARIABLE OPERATING

Mother's responses
- An average reader in first grade.
- C.R. had little interest in becoming a reader. "She don't like to read very good. She's got glasses. She won't wear them." (interest)
- C.R. got mad because her parents didn't have higher education. (model)
- Little help given with school work.
- A modest amount of help given with reading.
- C.R. was read to regularly. (model)
- Present will do: Hope and pray that she graduates. She wants to graduate in March. I doubt that she will. She's been playing hooky. She said she would like to go to Kirkwood. She may train to be a key puncher. (interest) That would be okay.

C.R.'s responses
- First grade: Erskine. Mrs. S. Couldn't wait to get out. The only class I liked was arithmetic...I still do. (interest)
- Grade school in general: Went fast. Met lots of friends.
- Memories of grade school: Playing hopscotch, jungle gyms, kick ball.
  "I can remember when my teacher said I was a slow reader (2nd grade)....I tried to improve on my reading. I was reading real slow, word by word, and I didn't know what I was reading about. And the more I read, the faster I got to read, and the more I knew what I was reading about."
  In 3rd-6th grade reading: "Well, we read different types of stories, like mysteries. The stories I wasn't interested in I didn't know too much about 'cause I didn't wanna know. But if I read something that I like, I know what it's all about." (interest)
  "When I was just learning to write my teacher complained (sic) that I had such good penmanship that it might be very good when I got older. Well, I got A." (What made you a good writer?) "Taking my time at making

[1] See achievement test scores for grades 1, 6, 9, 11 at conclusion of case study.





my figures. Going over and writing the alphabet over and over."
4th grade? "I started social studies.... I didn't care that much about what happened in the eighteen hundreds, and I still don't like social studies." (interest)
5th grade? "I started music. Seemed like a drag, but after a while I got kinda interested."
6th? "I did better in music, 'cause I enjoyed it. We sang Christmas songs to our folks." (interest)
- Feelings about high school: Completely different. More people. Different nationalities. So many people I want to get to know. No time. Best way to get to know others: group participation, like group reports. (interest)
- Favorite subjects: business work and sewing and cooking
- Least preferred subjects: Social studies, gym, science, consumer economy. "We have to read too much in consumer economy, and I don't like reading." (interest)
- Enjoyment of reading: Does not enjoy. Reads school assignments, magazines (interest)
- Change school: No gym...you get daily exercise anyway...House cleaning, working home, or something
- Future plans: Plan to go to Kirkwood for 3 months and get a job. Keypunch. I like business, any kind of business... My girlfriend, she's got a family of her own, and she's taking keypunching. It's good money, it's fun. (interest) (model)
- Grade point average: Average. I got my first "A" in junior high. And I got my second and my third and my fourth "A" here in high school....Because I'm interested in what I'm doing, the class itself. (interest)
- Doesn't like participating in sports at school (contrast with psychological interests!). (interest)

PSYCHOLOGICAL[2]

Mother's responses
- She tried her darndest. (interest)
- We've gotten her a hearing aid.
- She's self-conscious.
- C.R. got mad because her parents didn't have higher education. (model)

[2] See IQ scores for grades 1, 6, 9 at conclusion of case study.

- It's been downhill.
- Important in child rearing: love and understanding.
- Wishes she could do it all over (raising C.R.)

C.R.'s responses

- I remember my teacher saying I was a slow reader...I knew I was a slow reader, but it gave me a bad feeling about myself...like it's my fault.... I tried to improve. (perseverance)
- Interests/hobbies: swimming, water skiing ice skating, roller skating, tobogganing, play records (interest)
- Motivation: When I get talked into doing things by my friends and my folks. (pressure, motivation)
- Values: graduating, having friends, have your folks fight for you when you need them.
- Perseverance: When I'm not interested in something I won't stick to it. (perseverance) (interest)
- I enjoy typing. (interest)
- Valuable qualities: passing all my courses. Stubborn, fun to be with.

PHYSIOLOGICAL

Mother's responses

- She had a little trouble hearing.
- It was perhaps hard to understand and hear.
- They told us to get tonsils out. Thought hearing problems caused by tonsils. It wasn't! We've gotten her a hearing aid.
- Mother was very low about her own physical condition. Mother had a stroke when C.R. was 11. Mother got C.R. after 40 years! Mother is parallized. Has therapy regularly.

C.R.'s responses

- Speech: "I've taken speech from elementary to about eighth grade....all the years I went to the doctor to find out, finally they found out it's because of a nerve loss in my left ear. And they gave me a hearing aid to wear, but I will not wear it, because I wear my hair behind my ears sometime....I feel as if I'm helpless when people tell me, well say something about my hearing, you know, about my speech, and it gives me a bad feeling.... I feel hurt down inside me because of my speech, because there have been so many kids





in my school years that have teased me, and I try to tell em, try and explain, they will not listen, they will not understand....in grade school, they teased me all the time, and high school and junior high, they finally laid off. I finally told em to bug off!

CULTURAL

Mother's responses

- Her dad pushed her. (pressure)
- Paid her for A's. (motivation)
- Friends have been models. (model)
- C.R. got mad because her parents didn't have higher education. (model)
- We've not been close as a family.
- Mother very religious. Attending Baptist Church now. Baptised Lutheran. Mother's prayers were answered in having C.R. after 40 years.
- Father 69 years old. Retired. Helps around the house. (model)
- Parents' education: Father, 10th grade; mother, 9th grade. "No good in history or geography. Algebra got me!" (model)
- Annual income: under $5000
- Interview lasted about 45 minutes. Mother seemed to need to talk desperately.

C.R.'s responses

- My mom and dad and my aunt have all influenced me to go to school--to finish--and then maybe to go to college. (motivation)
- I've traveled in the summer to Kansas. (model)
- Peer influences: Yeah. T___ S___.
- Number at home: 3, mother, father, and me

CR

Achievement Tests

| SAT[1] | 1st | ITBS[2] | 6th | ITED[3] | 9th | 11th |
|---|---|---|---|---|---|---|
| Wd Mng | 10 | Lang Skills | | Rdg | 3 | 9 |
| Par Mng | 11 | Vocab | .81 | Vocab | 9 | 9 |
| Vocab | 8 | Rdg | .93 | Soc St | 6 | 10 |
| Splg | 5 | Splg | .44 | Sci | 5 | 12 |
| WdSS | 21 | Capo | .87 | Lang Arts | | |
| | | Punc | .82 | Usa | 10 | 13 |
| | | Usage | .34 | Splg | 13 | 13.5 |
| IQ Tests | | Total | .89 | Math | 7 | 13 |
| | | WkSC | | Sources | 7 | 14 |
| 1st WISC[4] | | Maps | .51 | Composite | 7 | 13 |
| Verb | 72 | Graphs | .54 | | | |
| Perf | 91 | Refs | .51 | | | |
| Full | 82 | Total | .5 | | | |
| PINTNER[5] | 91 | Arith | | | | |
| 6th L-E[6] | 91 | Concepts | .41 | | | |
| | | Probs | .41 | | | |
| 9th L-E | 91 | Total | .47 | | | |
| | | Composite | .44 | | | |

above cohort mean.

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[1]Stanford Achievement Test. Truman L. Kelley et al. Primary 1, Battery Form A. New York: Harcourt Brace and World, Inc., 1963-64.

[2]Iowa Tests of Basic Skills. A. N. Hieronymus and E. F. Lindquist. Iowa City, Iowa: Houghton Mifflin and Company.

[3]Iowa Tests of Educational Development. E. F. Lindquist and Leonard S. Feldt. Chicago: Science Research Associates.

[4]Intelligence Scale for Children. David Wechsler. New York: The Psychological Corporation, 1949.

[5]Pintner-Cunningham Primary Tests. Rudolph Pintner, Bess V. Cunningham, and Walter N. Durost. New York: Harcourt, Brace and World, Inc., 1935-1964.

[6]Lorge-Thorndike Intelligence Tests. Irving Lorge, Robert L. Thorndike, and Elizabeth Hagen. Boston: Houghton-Mifflin, Company, 1954-1966.

D.F. (male)

Group 2
Low Achiever - 9th
Lower half of first grade subjects
(Metro 38)

EDUCATIONAL[1]

VARIABLE OPERATING

Mother's responses
- A poor reader in first grade.
- Not aware of special group placement.
- High interest in becoming a reader. (interest)
- "He reads a lot more now that he's been interested in things."
- Help from family: Kids don't come very much for help. Helped with algebra.
- No help needed with reading. They did it all themselves.

D.F.'s responses
- First grade: Taylor School, Mrs. Hronick. She was pretty nice.
- Feelings about grade school: Learning to read. Vocabulary and stuff like that. I liked it. Mrs. Hronick, worksheets, and stuff like that. I liked doing the worksheets. (interest)
- School generally: I liked it. I liked the work. (interest)
- Memories of grade school: I remember mostly the teachers, the work I did, and stuff like that, I got along pretty good with teachers and I liked 'em and stuff.
- Feelings about high school: I like it. At first...it didn't seem like it was going very fast. Then all of a sudden, it's getting closer to the end.
- Favorite subjects: Shop classes, stuff like that. I like math. (interest)
- Least preferred subjects: Language...I didn't like the reading part of it. (interest)
- Enjoyment of reading: I like to read, but I gotta like it. I don't like to read something that's shoved onto me. (interest)
- Read lately: Books for classes and stuff like that....I think it was Charles Dickens...
- Family influences on school performance: No. I just try to do my best. Got (pressure)

[1]See achievement test scores for grades 1, 6, 9, 11 at conclusion of case study.



VARIABLE OPERATING

classes that I like...so that I could do the best in them. (motivation)
- Special opportunities: A couple of classes they let us take outside of school, like automotive. (interest)
- Change school: The variety of classes. I'd see what the students like. I'd have more of what they like...there are some industrial arts classes that a lot of kids would like to take, but they don't have a chance to get into them. There's classes like auto mechanics...and you can't take engine rebuilding unless you have all those required. (interest)
- Grade Point Average: A high C (interest)
- Other influences: Attitude toward language and stuff like that...I've always went to other stuff, industrial arts and stuff like that.

PSYCHOLOGICAL[2]

Mother's responses
- No model. (model)
- A quiet boy. He holds things in.
- Has met a young friend lately.
- Has come out a lot. (model)
- Will probably go into mechanics. (interest)
  He's taking now in school.
  Has worked for 2 years in garage with father. Will probably go on with something mechanical.

D.F.'s responses
- On teaching reading: I think they (the reading teacher) should know what the students like and see what they don't like, so they could pick out, you know, what they should teach... (interest)
- Interests/hobbies: I like to work on cars. I like cars. I like to ride my motorcycle. I like to drive, stuff like that. (Have you thought about racing cars?) I've thought about it. I don't think I'd make it.
- Special opportunities: I did some body work on my car. I enjoyed that. (interest)

[1]See IQ scores for grades 1, 6, 9 at conclusion of case study.

| | VARIABLE OPERATING |
|---|---|
| - Motivation: If it's something I like to do, I like to get into it, you know, and see what it's about. | (motivation) |
| - Values: A good education, a good job, be happy | (motivation) |
| - Perseverance: If it's something I like. I can really stick to it. Sometimes I lost interest... | (perseverance) |
| - Future plans: I'm thinking of working for my dad for a while, maybe move up to a bigger garage, cause I don't think about it much, but that's what I do and enjoy. You know. It'd be kind of hard for me to get away from it, I guess. I've been around it all my life. | (interest) |
| - Qualities valuable in school: responsibility, a steady growth in learning, friendly | |

PHYSIOLOGICAL

Mother's responses
- None

D.F.'s responses
- I had my appendix out. Fifth grade, I think.
- I'm the oldest child (out of four half brothers and four half sisters).

CULTURAL

| Mother's responses | |
|---|---|
| - $1.00 per "A" | (motivation) |
| - Time with children: Spent lots of time. Work, recreation, companionship. | |
| - Regularly read to the child. | (model) |
| - No hush-hush on sex or anything. Just took things as they came. Talked about babies if it came up. | |
| - Father: mechanic | (model) |
| - Mother: Works with husband. Parents own their own garage. | |
| - Parental education: father, 8th grade; mother, 12th grade | |
| - Annual income: $15,000 net | |
| - Important in child rearing: Lots of love | (motivation) |
| - Second thoughts about rearing: None | |
| - Anything else influential: Love, lots of time; ask what they do. | |



| D.F.'s responses | VARIABLE OPERATING |
|---|---|
| - Special opportunities: A boy scout thing. We went a couple of nights a week once every two weeks and worked on cars and stuff like that.... | (interest) |
| We have a cabin up in Minnesota. We go there about every weekend. I like that a lot. I like to waterski. | (interest) |
| - Pressure from family: No, they're been pretty good in just letting me do what I want mostly. | (pressure) |
| - Peer influences: I went out for basketball once. Then I went out for track twice. I had friends in that. | (model) |
| - People living at home: Four--mother, dad, and one brother. | |
| - Total Siblings: Four brothers. I have a mixed family. I have half sisters and half brothers. I have four sisters. | |
| - Parents: Current parents married about 18 years ago. | |

DF

Achievement Tests

| SAT[1] | 1st | ITBS[2] | 6th | ITED[3] | 9th | 11th |
|---|---|---|---|---|---|---|
| Wd Mng | 14 | Lang Skills | | Rdg | 16 | 15 |
| Par Mng | 14 | Vocab | 64* | Vocab | 17 | 19* |
| Vocab | 12 | Rdg | 54 | Soc St | 16 | 15 |
| Splg | 11 | Splg | 48* | Sci | 19 | 20* |
| WdSS | 21 | Caps | 56 | Lang Arts | | |
| | | Punc | 58 | Usa | 13 | 14 |
| | | Usage | 51 | Splg | 11 | 14 |
| IQ Tests | | Total | 57 | Math | 4 | 17 |
| | | WkSS | | Sources | 14 | 17 |
| 1st WISC[4] | | Maps | 47 | Composite | 13 | 17 |
| Verb | 104 | Graphs | 44 | | | |
| Perf | 112 | Refs | 45 | | | |
| Full | 111 | Total | 45 | | | |
| PINTNER[5] | 92 | Arith | | | | |
| 6th L-T[6] | 109 | Concepts | 55 | | | |
| | | Probs | 51 | | | |
| 9th L-T | 111 | Total | 54 | | | |
| | | Composite | 57 | | | |

*above cohort mean.

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[1]Stanford Achievement Test. Truman L. Kelley et al. Primary 1, Battery Form X. New York: Harcourt Brace and World, Inc., 1963-64.

[2]Iowa Tests of Basic Skills. A. N. Hieronymus and E. F. Lindquist. Iowa City, Iowa: Houghton Mifflin and Company.

[3]Iowa Tests of Educational Development. E. F. Lindquist and Leonard S. Feldt. Chicago: Science Research Associates.

[4]Intelligence Scale for Children. David Wechsler. New York: The Psychological Corporation, 1949.

[5]Pintner-Cunningham Primary Tests. Rudolph Pintner, Bess V. Cunningham, and Walter M. Durost. New York: Harcourt, Brace and World, Inc., 1935-1964.

[6]Lorge-Thorndike Intelligence Tests. Irving Lorge, Robert L. Thorndike, and Elizabeth Hagen. Boston: Houghton-Mifflin, Company, 1954-1966.

R. E.

Group 2
Low Achiever - 9th
Lower half of first grade subjects
(Metro 26)

| EDUCATIONAL[1] | VARIABLE OPERATING |
|---|---|
| **Mother's responses** | |
| A poor reader in 1st grade with moderate degree of interest in reading | (interest) |
| No help from family. He does his own work. | |
| R. was not read to regularly. | |
| **R's responses** | |
| Had trouble in 1st grade, but felt all right about grade school generally. | |
| Liked industrial arts in high school. Everything OK in high school except he'd go one more year in industrial arts if he could. | (interest) |
| Likes to read if it's interesting and no one pushes. | (interest) |
| Perceives himself as having had a good education. Intends to go into industrial arts with home study at night. | (interest) |
| "B" average. | |
| **PSYCHOLOGICAL[2]** | |
| **Mother's responses** | |
| Quiet kid at home. Doesn't talk about problems at home. | |
| Course in psych has helped a lot. | |
| He's interested in electronics. | (interest) |
| **R's responses** | |
| Interested in building electrical things. Special projects lately have been a five tube radio and amplifier and a solid state camera. Cedar Falls Industrial Arts Fair was where he entered these items. | (interest) (motivation) |
| R. sees personal encouragement, interest, and pressure as being the special motivation to his experience. | (interest) (pressure) (motivation) |
| He values the opportunity to do things creatively with his hands. Hunting and fishing is quiet. Listening. Perceives the qualities of understanding, honesty, and a desire for education as having been important in his experience. | (interest) (motivation) (interest) |

[1]See achievement test scores for grades 1, 4, 9, 11 at the conclusion of case study.

[2]See IQ scores for grades 1, 4, 9 at the conclusion of case study.



| PHYSIOLOGICAL | |
|---|---|
| **Mother's response** | |
| No comment from the mother mentioned anything having to do with the physiological aspects of R's experience. | |
| **R's response** | |
| Oldest child. | |
| Wears glasses (examiner note). | |
| **CULTURAL** | |
| **Mother's responses** | |
| No pressure applied. Husband paid for grades, but no special push. We've given that up. Spends weekends with father; loves to hunt and fish. Mother has answered questions. Has encouraged him. | (pressure) (motivation) (model) (motivation) |
| Father (high school graduate) works in maintenance. Mother (high school graduate) keeps busy with four boys. Strictness is valued, but mother has no second thoughts about R's rearing, nor is she aware of any special influences. | (model) |
| **R's responses** | |
| Has worked at the electrical store. Dad and mom pushed him in school. (Note variance with mother's comment: "...no special push, we've given that up.") | (interest) (pressure) |
| Recognizes strong peer influences in his life. | (model) |

EL

Achievement Tests

| SAT[1] | 1st | ITBS[2] | 6th | ITED[3] | 9th | 11th |
|---|---|---|---|---|---|---|
| Wd Mng | 16 | Lang Skills | | Rdg | 7 | — |
| Par Mng | 9 | Vocab | 29 | Vocab | 12 | — |
| Vocab | 12 | Rdg | 34 | Soc St | 11 | — |
| Splg | 7 | Splg | 19 | Sci | 7 | — |
| WdSS | 19 | Caps | 35 | Lang Arts | | |
| | | Punc | 44 | Usa | 10 | — |
| | | Usage | 46 | Splg | 10 | — |
| IQ Tests | | Total | 52 | Math | 12 | — |
| 1st WISC[4] | | WkSS | | Sources | 9 | — |
| Verb | 94 | Maps | 39 | Composite | 10 | — |
| Perf | 94 | Graphs | 41 | | | |
| Full | 92 | Refs | 54 | | | |
| PINTNER[5] | 94 | Total | 45 | | | |
| | | Arith | | | | |
| 6th L-T[6] | 92 | Concepts | 43 | | | |
| | | Probs | 46 | | | |
| 9th L-T | 92 | Total | 49 | | | |
| | | Composite | 41 | | | |

above cohort mean.

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[1]Stanford Achievement Test. Truman L. Kelley et al. Primary 1, Battery Form X. New York: Harcourt Brace and World, Inc., 1963-64.

[2]Iowa Tests of Basic Skills. A. N. Hieronymus and E. F. Lindquist. Iowa City, Iowa: Houghton Mifflin and Company.

[3]Iowa Tests of Educational Development. E. F. Lindquist and Leonard S. Feldt. Chicago: Science Research Associates.

[4]Intelligence Scale for Children. David Wechsler. New York: The Psychological Corporation, 1949.

[5]Pintner-Cunningham Primary Tests. Rudolph Pintner, Bess V. Cunningham, and Walter M. Durost. New York: Harcourt, Brace and World, Inc., 1935-1964.

[6]Lorge-Thorndike Intelligence Tests. Irving Lorge, Robert L. Thorndike, and Elizabeth Hagen. Boston: Houghton-Mifflin, Company, 1954-1966.

D.U. Male

Group 2
Low Achiever - 9th
Lower half of first
grade subjects
(Metro 20 )

EDUCATIONAL[1]

VARIABLE OPERATING

Mother's responses
- Poor reader (Mrs. Appel's room)
- Was aware of special group placement.
- Went to summer school between first and second grade.
- There has been a medium amount of interest in becoming a reader. (interest)
- Sports and people in sports have influenced. (model)
- Other influences: "Teachers may have influenced." (motivation, model)

D.U.'s responses
- Memory of first grade: Miss Appel. Grant.
- Grade school generally: Liked it. Nice. (interest)
- Memories of grade school: Teachers specified reading.
  Learned to write in third or fourth grade. (interest)
  I was really excited about that.
  Mr. Thompson (4th) my fourth grade gym teacher was nice to me. He had a lot to do with how I'm doing in sports now, I guess, cause he taught me almost everything I know. (interest, motivation, model)
- Feelings about high school: Big change. (interest)
  Liked it. "You gotta pull your own weight or you'll get swept right out." (perseverance)
- Favorite subjects: social studies and language arts. (interest)
- Least preferred subjects: math (interest)
- Interests: sports, outdoors, fishing, hunting (interest)
- Hobbies: Working on cars. (interest)
- Reading: I'll read...but it doesn't stimulate me. (interest)
- Writing: I like to write stories. (interest)
- Read lately: Jaws, Meat on the Hoof
- Read regularly: I try to...if you're going to go to college you have to read a lot. (motivation)
- Opportunities: Mr. Thompson and Mr. Wilson were particularly helpful in terms of sports. (motivation)
- GPA: It's about 3.3. My sister was real smart. (model)
  My brother is real smart. (model)

[1] Iowa achievement test scores for grades 1, 6, 9, 11 at conclusion of case study.

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PSYCHOLOGICAL[2]

VARIABLE OPERATING

Mother's responses

- Mother has offered encouragement. (motivation)
- Mother thinks D.U. will do sports first. (interest)
- Has no preference as to what he'll do. "Whatever he would like." (pressure)
- "Tried to do the best I could. I was a lone child. Lost my parents quite young. I just had to do the best I could."
- Second thoughts: "Maybe I could have done more."

D.U.'s responses

- Motivation: Don't like to sit around. I gotta be doing something. (motivation)
- Change school: "I'd change some of the policies the administration has.... I don't like (the cleavage between the long hairs and the athletes)...the long hairs have their own little territory. When you walk through there (by the cafeteria) you get hassled and everything. When you're only a little sophomore that gives you the shakes a bit...What could administration do? They could go down there. They could change it. Split it up a bit. Keep area off limits. Limit it (so that)...when you walk in there you wouldn't get taunted or sworn at....When I was a sophomore I was afraid to walk through there really, cause I was the tallest one and they used to... (pressure)
- Values:
  - My ma: Cause she brought me up all the way.
  - My uncle: He takes me places and stuff my dad didn't do. (motivation)
  - Myself: Cause I do almost everything myself. (motivation)
  - Girlfriend and her parents.
  - Job: My first job.
  - Car: The first big thing I ever bought (interest)
  - Health
- Perseverance: I like to know what I'm talking about. I stick right with it. (perseverance)
- Career plans: College; study secondary education (interest)

[2]See IQ scores for grades 1, 6, 9 at conclusion of case study.



VARIABLE OPERATING

- Are you a good player: "I think so. I'm the best here in Cedar Rapids, and one of the best in Iowa (basketball)." (interest)
- Qualities: Athletics definitely. I want to learn, to win. (interest)
- Influences: My sister was real smart. My brother is real smart. I just didn't have it all together like they did. They influenced me because they would come home with A's and B's back in Grant. I'd come with C's. I kinda got my head together.

PHYSIOLOGICAL

Mother's responses

D.U.'s responses

- I have a sister 19 and a brother 16. I'm the middle.
- How tall: 6'10"

CULTURAL

Mother's responses

- His job has been an influence. (motivation)
- His girlfriend and her people have influenced. (motivation)
- Little help has been given with either school work or reading by mother. (motivation)
- Sister helps occasionally. (motivation)
- Mother has been alone with children for 16 years. Divorced; had to work.
- Time was spent with children in companionship.
- Not so much time was spent in reading to children. (model)
- Questions and requests for help were answered by mother and sister, and advice was given by dad.
- Father: disabled. (model)
- Mother: school kitchen; parttime catering (model)
- Father: high school graduate (model)
- Mother: high school graduate; annual income $4000 (model)

D.U.'s responses

- Special opportunity: My job. "They work around me a lot. Real good to me." (High V--grocery store) Works 10-12 hours each weekend. (motivation)
- Parents are divorced. Mother has supported the family all the way.

Du

Achievement Tests

| SAT[1] | 1st | ITBS[2] | 6th | ITBD[3] | 9th | 11th |
|---|---|---|---|---|---|---|
| Wd Mng | 15 | Lang Skills | | Rdg | 10 | 14 |
| Par Mng | 2 | Vocab | 47 | Vocab | 6 | 14 |
| Vocab | 14 | Rdg | 51 | Soc St | 6 | 13 |
| Splg | 5 | Splg | 49 | Sci | 13 | 13 |
| WdSS | 14 | Caps | 55 | Lang Arts | | |
| | | Punc | 54 | Usa | 12 | 12 |
| | | Usage | 42[a] | Splg | 10 | 9 |
| IQ Tests | | Total | 52 | Math | 4 | 11 |
| 1st WISC[4] | | WkSS | | Sources | 7 | 14 |
| Verb | 104 | Maps | 33 | Composite | 8 | 13 |
| Perf | 114 | Graphs | 41 | | | |
| Full | 107 | Refs | 50 | | | |
| PINTNER[5] | 14 | Total | 41 | | | |
| | | Arith | | | | |
| 6th L-T[6] | 101 | Concepts | 41 | | | |
| | | Probs | 41 | | | |
| 9th L-T | 104 | Total | 44 | | | |
| | | Composite | 46 | | | |

[a]Above cohort mean.

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[1]Stanford Achievement Test. Truman L. Kelley et al. Primary 1, Battery Form X. New York: Harcourt Brace and World, Inc., 1963-64.

[2]Iowa Tests of Basic Skills. A. N. Hieronymus and E. F. Lindquist. Iowa City, Iowa: Houghton Mifflin and Company.

[3]Iowa Tests of Educational Development. E. F. Lindquist and Leonard S. Feldt. Chicago: Science Research Associates.

[4]Intelligence Scale for Children. David Wechsler. New York: The Psychological Corporation, 1949.

[5]Pintner-Cunningham Primary Tests. Rudolph Pintner, Bess V. Cunningham, and Walter N. Durost. New York: Harcourt, Brace and World, Inc., 1935-1964.

[6]Lorge-Thorndike Intelligence Tests. Irving Lorge, Robert L. Thorndike, and Elizabeth Hagen. Boston: Houghton-Mifflin, Company, 1954-1966.

T.C. (female)

Group 2
Low Achiever - 9th
Lower half of first
grade subjects
(Metro 18)

EDUCATIONAL[1]

VARIABLE OPERATING

Mother's responses

- Reader in first grade: She was a poor reader in first grade.
- It was hard for her to understand.
- She was very immature when starting school. Barely 5.
- Interest in becoming a reader: Low. Not until high school. She did a lot for a couple of years. (interest)
- Science grades were bad.

T.C.'s responses

- First grade: Madison School. I don't remember my first grade teacher's name. I know what my kindergarten teacher was...we had to learn all of our alphabets and I really enjoyed all of my teachers...there's a few that stand out.
- Grade school in general: I loved it a lot and even when I drove by recently I found myself crying about it because I enjoyed it so much...'cause it was really sensitive. It was my favorite part of school so far. I remember the cafeteria. I just knew the whole structure...of the building. I knew most of the teachers there. I can remember teachers a lot. I really enjoyed math. There's been a lot of experience. I really liked it a lot. (interest)
- ...I didn't feel like going to four years of college...
- I remember Mrs. Farris. I had her for math class....She was a good teacher. (I just enjoyed math....It runs in the family. Everybody enjoys, is good in, math.) She took time out to help. And she wanted you to get your work done, but would make sure that you had time to get it, and make sure everybody understood it, and if they didn't she'd separate you and talk to you for a while during class to make sure you are getting it. (interest)

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[1]See achievement test scores for grades 1, 6, 9, 11 at conclusion of case study.

VARIABLE OPERATING

- I remember a few bad experiences. There was Mrs. J. She was a music teacher. If you talked during her class (it was a music class) she would take your hand and cover it over your mouth and tape it. I didn't like that. (pressure)
I didn't like it at all. Once she did that to me, it was recess time, she told me I had to come back with that still on. Well, by the time I went to recess, I had it off, so I had to come back into school and paste it back on. And then I had a social studies teacher, Mr. H., who was a nice and fun teacher, but when you were disobedient, he used to have, he called it the board of education paddle or something like that. One time he threw it against a chair and he broke it. You get jumpy about that.
- Feelings about high school: It's pretty good. It's lots of work. It depends on the courses you take.
- Favorite subjects: Shorthand and typing, language arts and math. (interest)
- Least favorite subjects: Science and social studies I don't like, but those are my those are the ones I have had hard times. (interest)
I've only had one science teacher that really helped me and that was at Madison School, but during junior high and grade school I didn't really have that much help in science at all. I didn't do good in it at all.
- Why science seems hard for kids: Yah, well, like I said, at Madison School I did really good in science. Like now, I just got C's or D's you know, cause I don't think the teacher took enough time, cause, he may know it, and we don't know it, and language and math are part of an everyday thing, so of course you're going to catch onto that. Science, you don't look through a microscope everyday. It's hard, like they expect you to know the names of everything, every element, everything like that and, it's not easy at all. They don't take enough time out to really show you, and tell you what it's really like. Like science is another subject you have to know and that's it. I'm just here to teach you and that's it. I think it needs a lot more help.



VARIABLE OPERATING

- Why you don't like social studies:
Well, in high school I did good in social studies. I always got an A in social studies. I wrote a good report and that helped a lot, too. But I liked the teacher, and we had a student teacher, and they both took time and explained it, and he gave us time during the class to do the report. He helped us find materials over it. So sure I got an A in that class cause I knew what I was doing then, but see sometimes...like I had another social studies teacher here. And he gave us an assignment, and that was it....There's another one who's really good, he writes down all the, like before the test he writes down all the subjects we're going to go over, so then he writes, so then we have time to look at em, two days before the test. Well, other teachers, they say we're going to have a test over all the stuff that we had and then they forget to review over it. And if they do, one hour isn't enough, they should take a couple of class times....There's so many different things, you know and he might have, want it based around one thing, and there might be two different things.
- Change school: First of all, one of the things I'd change would be for teachers to have more time for students. And to have more free activities, not like the games and stuff to (interest)
be free, but more activities that students can participate in because, everybody isn't based around music and theatre and band and things like that....More large spread things. Like there could be an activity with like, math activity, or something like that.
- Other influences: I think my junior year was my worst year. It was just something you had to take, and everything was required and you really didn't have your freedom of choice as you do now.

PSYCHOLOGICAL[2]

Mother's responses
- Didn't start dating till she was 16 1/2.
- Always fascinated by books. (interest)

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[2]See IQ scores for grades 1, 6, 9 at conclusion of case study.

- Any other influences: Her need to prove herself to her dad. She's so independent. She won't let us get near her now. She's got to do everything her own way. (motivation) (interest)
- What will student do: Plans to go to Kirkwood and train as a legal secretary.

T.C.'s responses

- Interests/hobbies: I'm interested in my school, of course. I'm interested in jobs. But I'm also interested in, I have a job, but it, like I'm interested in plays and stuff like that, but by job takes me away from it so I can't do it. I'd like to participate more in school activities. This is my last year and I can't do anything about it now. But like I've had that job about two years now, it'll be two years in April, so I really haven't been participating that much. Cause I work every single Friday night, so I can't go to hardly any games or anything. But, if I'm at Franklin School I enjoyed doing plays and acting and stuff like that. (interest)
- Enjoyment of reading: Yes. I read all the time.
- Read lately: I'm reading a story right now. I like romance and mystery. Those are my main thing. (interest)
- Favorite author: Barbara Cartland. And there's the Trixie Belden books. I read the whole series of those....There are about 25 in the series and I've read them all.... I like Barbara Cartland because she does have good romance and mysteries with a lot of action in them. Sometimes I read a book in two days, and if I'm really interested I'll sit down and I don't care what comes in my way, it's just going to have to wait....My mom reads a lot, too. She went to a garage sale and brought home a great big box of books, so I've been reading out of those. (interest)
- When I was at home I didn't want to do anything. When I'm on my own...you feel more like "I'm on my own now." I'm the one that has to get my grades up, nobody else can. So, I study hard for everything now. Before I just didn't care. I watched TV all the time; there wasn't anything else for me to do. When you start having to babysit all my little brothers and sisters and everything like that. (motivation)





- Motivation: Curiosity. I want to try everything. I was just talking to my boyfriend about it. We went to Chicago, and I wanted to ride on the trolley train, because when I have kids I want to tell them, "I was on the trolley train." Cause see, I've been on every kind of transportation there is except for train, a bus, and a trolley train. So I'm willing to do it and stuff like that. We didn't have time to do it. So we're going to go back later on this summer when my girlfriend comes up. We're going to go up there for a few days, and then he said I could ride a trolley train. I'm curious about what it's like. (motivation) (interest)
- Pressure: It depends on what I'm pressured at. Like if I'm pressured on my job, of course, I'll do it. But if I'm like pressured to do something stupid or little like I, you know, or somebody pressures me for no reason at all, for something that they could do but they just want me to do for me, I just sorta, I mostly do things on my own. (pressure)
- Values: I value...my school and my job and everything I do I value cause I want to get everything out of what I can. Cause you may only do it once....One thing I value is I like to write a lot and I write down my personal feelings and stuff like this. And I value that the most. One time my parents got ahold, and my mother read it, and there were things in there that aren't for her to read, the whole thing isn't for her to read, but she read it and just went Kapoooey, so this is just in the last two months, too, so I haven't been writing down anything I value anymore. It isn't so personal anymore.
- Perseverance: Oh, I can stick with things well. You could take here at school. I'm on my own and I'm independent and I could skip school if I wanted to, and just make up a bunch of lies, but I come...and my job, too. (perseverance)
- Future plans: I'm going to go to college, but it's only at Kirkwood. I'm going to go there for a full year and be a legal secretary, try to get into that background....and have children. But, right now I'm working to earn up some money so that I'll be able to go to college and...
- Qualities valuable at school:...my acting. And my typing, and my shorthand. Secretarial background. Things like that....(Okay, qualities would be things like honesty, perseverance, integrity.)

Oh, I try to be all those things. Because I don't like to feel like a deadbeat, or anything like that. I like to get around and do things and meet people and communicate with them and understand 'em, and get out with them...The only time I'm not honest is when I might hurt another person. I don't want to be inbetween a fight or something like that...Independence (has established own home and is thinking about significant things in life).

PHYSIOLOGICAL

Mother's responses
- None.

T.C.'s responses
- Recently I just get done getting out of the hospital.

CULTURAL

Mother's responses
- Important things that happened to child: Perhaps they inherit tendency to read. Mother reads anything. Sister reads a lot. Has job on which she can read at work. (model) (model)
- Paid for grades. Got good grades in junior year. Got rebate on car insurance if grades were higher. (motivation)
- T.C. was praised for good grades. (motivation)
- Help with school work given by family. A modest amount. The math was beyond the mother's help. (motivation)
- Help with reading: A modest amount. T.C. helped the younger child. (motivation) (interest)
- Questions and requests for help: Mother answered. (Mother, sister, father, brother also answered.)
- Read to regularly. (model)
- What does mother want: Wanted advanced schooling. Nursing. However, we never pressured. She was a candy striper at 14. (pressure)
- Parents' occupations: Father, machinist (Quaker Oats), handy with electrical things, TV, etc.; mother, worked outside (Collins) when kids were little. (model) (model)
- Parents' education: Father, 10th grade, went into service, graduated after service; mother, high school graduate. (model)





- Annual income: $10,000
- Important in rearing: 1) Spend quite a bit of time with them. T.C. was oldest. Resented her place as oldest in the family. 2) Make them feel important; treat them as individuals.
- Second thoughts: Spend more time with her.
- Other: We love her and we want her anytime. She knows this, but we can't force her.

T.C.'s responses
- I live on O Avenue on the northwest side of town.
- Living alone: No.
- Live with family: No. I don't live with my family anymore.
- What kind of job: I'm a receptionist at Mercy Hospital.
- Outside influences: The only influence I've had is "Be sure to be there"and that's about it. And then "to get good grades." They didn't help me on my homework. (pressure)
- Special opportunities: My parents don't travel that much. They haven't been going anywhere. Recently I went to Chicago, and I've gone to see my girlfriend who lives in Dennison, Iowa. I'm planning to go to California this summer, too...I'm beginning to get travelling opportunities, since I no longer live at home... I'm living with a guy, we're going to get married pretty soon. (interest)
- Strong influences:...I have to say I do get influenced once in a while, but usually I can do things on my own. Like I know when I have to do something and I know it's better to do it now than to lay it off and stuff like that. But sometimes it's better to have somebody influence you, help you along.
- Number at home: Seven. Two brothers and two sisters. I'm the oldest.
- Left home: It was about the end of November. It was just before Thanksgiving.

TC

Achievement Tests

| SAT[1] | 1st | ITBS[2] | 6th | ITBD[3] | 9th | 11th |
|---|---|---|---|---|---|---|
| Wd Rng | 12 | Lang Skills | | Rdg | 10 | 13 |
| Par Rng | 9 | Vocab | 15 | Vocab | 7 | 13 |
| Vocab | 14 | Rdg | 53 | Soc St | 5 | 10 |
| Splg | 5 | Splg | 46 | Sci | 6 | 14 |
| WdSS | 22 | Capo | 43 | Lang Arts | | |
| | | Punc | 14 | Usa | 13 | 17 |
| | | Usage | 13 | Splg | 10 | 15 |
| IQ Tests | | Total | 33 | Math | 13 | 18 |
| 1st WISC[4] | | WkSS | | Sources | 11 | 14 |
| Verb | 79 | Maps | 51 | Composite | 11 | 13 |
| Perf | 111 | Graphs | 44 | | | |
| Full | 94 | Refs | 53 | | | |
| PINTNER[5] | 102 | Total | 51 | | | |
| | | Arith | | | | |
| 6th L-T[6] | 94 | Concepts | 45 | | | |
| | | Probs | 38 | | | |
| 9th L-T | 94 | Total | 52 | | | |
| | | Composite | 45 | | | |

above cohort mean.

[1] Stanford Achievement Test. Truman L. Kelley et al. Primary 1, Battery Form X. New York: Harcourt Brace and World, Inc., 1963-64.

[2] Iowa Tests of Basic Skills. A. N. Hieronymus and E. F. Lindquist. Iowa City, Iowa: Houghton Mifflin and Company.

[3] Iowa Tests of Educational Development. E. F. Lindquist and Leonard S. Feldt. Chicago: Science Research Associates.

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[6] Lorge-Thorndike Intelligence Tests. Irving Lorge, Robert L. Thorndike, and Elizabeth Hagen. Boston: Houghton-Mifflin, Company, 1954-1966.

| Group 3. | | High First Achiever Ninth |
|---|---|---|
| 1st Metro | | 9th ITED |
| 60 | T. H. | 12 |
| 52 | D. G. | 12 |
| 52 | V. S. | 12 |
| 45 | S. K. | 8 |
| 43 | J. J. | 10 |

T.H. (male)

Group 3
Achiever - 9th
Upper half of first
grade subjects
(Metro 60)

EDUCATIONAL[1]

VARIABLE OPERATING

Mother's responses

- Poor reader in first grade.
- He was quite slow.
- He's getting good grades now.
- He began to improve 2 or 3 years ago.

- Other influences:
  - Encouragement is important. Mother expressed interest. (motivation)
  - Teachers: C.H. teachers are generally really good; some don't want to work with students; an older teacher who shouldn't be teaching. (model, motivation)

T.H.'s responses

- In first grade switched from Harrison to Lincoln.
- Grade school generally: Was okay. All right. (interest)
- Memories of grade school: Playground trouble in 2nd grade. I was playing ball on the playground in 2nd grade. It went out of bounds. I ran and got it and got in trouble.
- Feelings about high school: Was okay. (interest)
- Favorite subject: social studies interesting (interest)
- Least preferred subject: science (interest)
- Change school: Different classes that are more practical. (interest)
- Other influences: Good teachers, good control and teaching style with <u>whole class</u> involved. (model, motivation)

PSYCHOLOGICAL[2]

Mother's responses

- Medium degree of interest on the part of the child in becoming a reader. (interest)
- Seemed to want to (become a reader); better now. (interest)

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[1]See achievement test scores for grades 1, 6, 9, 11 at conclusion of case study.

[2]See IQ scores for grades 1, 6, 9 at conclusion of case study.

171

| T.H.'s responses | VARIABLE OPERATING |
|---|---|
| - Motivation: Dad and earning money. | (motivation) |
| - Values: People and animals | |
| - Perseverance: Yes, in math. | (perseverance) |
| - Qualities: Obedience (Quick; friendly. AFH) In terms of family activities, T.H. doesn't like to cook. | (interest) |
| - Career plans: Navy | |
| - Interests/ hobbies: Coins, stamps, treasure finder (coil to detect metal) | (interest) |
| - Reading: Not especially--the paper, that's different | (interest) |
| - Read lately: Nothing. | |

PHYSIOLOGICAL

Mother's responses
- None

T.H.'s responses
- (T.H. is) oldest brother.

CULTURAL

Mother's responses

| | |
|---|---|
| - Neighbor girl was a model. 20 now. She would read to them. | (model) |
| - Library attendance: Always took to library even before school. Books: complete Dr. Seuss | (motivation) |
| - Brothers are so close. | |
| - Medium amount of help given by the family: husband never helped; mother helped. | (model) (motivation) |
| - Some reading help at home: new encyclopedia; boys read. | (motivation) |
| - Parent-child relationship: Work and study together as well as camping, fishing, hunting, and cooking. Read to regularly and questions and requests for help have been answered by the mother. | |
| - T.H. was in scouts for 2 years. Youngest in scouts for awhile. | (interest) |
| - Mother had no career prediction and expresses no preference. "He could do office work." | |
| - Father: Link belt speeder. | (model) |
| - Mother: Works for answering service. | |
| - Parent education: father, h.s.; mother, h.s. | (model) |
| - Annual income: $17,000 | |
| - Have paid for honor roll in last few years; part of weekly allowance. | (motivation) |
| - Discipline (mostly by talking) is most important part of child rearing (husband disciplines). | (pressure) |
| - Second thoughts about rearing: Wife more lenient. | |



| T.H.'s responses | VARIABLE OPERATING |
|---|---|
| - Family influence on you in school: Dad keeps in line. | (pressure) |
| - Special opportunities: Bought own TV; bike with $100 given by Dad. | (interest) |
| - Peer influences: Yes, by their actions. | (model) |

TH

Achievement Tests

| SAT[1] | 1st | ITBS[2] | 6th | ITBD[3] | 9th | 11th |
|---|---|---|---|---|---|---|
| Wd Mng | 14 | Lang Skills | | Rdg | 10 | 14 |
| Par Eng | 10 | Vocab | 63° | Vocab | 15 | 18 |
| Vocab | 12 | Rdg | 52 | Soc St | 11 | 17° |
| Splg | 4 | Splg | 55 | Sci | 12 | 20° |
| WdSS | 21 | Caps | 77 | Lang Arts | | |
| | | Punc | 46° | Usa | 6 | 13 |
| | | Usage | 56 | Splg | 11 | 14 |
| IQ Tests | | Total | 60° | Math | 10° | 9 |
| | | WkSS | | Sources | 12 | 14 |
| 1st WISC[4] | | Maps | 76° | Composite | 12 | 14 |
| Verb | 104 | Graphs | 84° | | | |
| Perf | 124 | Refs | 47 | | | |
| Full | 115 | Total | 70° | | | |
| PINTNER[5] | 114 | Arith | | | | |
| 6th L-T[6] | 99 | Concepts | 51 | | | |
| | | Probs | 41 | | | |
| 9th L-T | 109 | Total | 46 | | | |
| | | Composite | 51 | | | |

°above cohort mean.

---

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D.G. (female)

Group 3
Achiever - 9th
Upper half of first grade subjects
(Metro 52)

EDUCATIONAL[1]

VARIABLE OPERATING

Mother's responses
- No memory of child's reading performance in 1st grade.
- Mother was not aware of special group placement.

D.G.'s responses
- First grade: Remembers kids and teacher, Mrs. Adams at Van Buren.
- Feelings about grade school: Generally liked it. (interest)
- Memories of grade school: Mrs. Whitney (3rd-4th)--she seemed nice to get along with. Mr. Wallace (5th)--I really liked him; got along well. (model)
- Feelings about high school: Beautiful experience. I love it. Wouldn't change it. (interest)
- Favorite subjects: math and science (interest)
- Lease preferred subjects: history
- Change school: No changes.
- Other influences on school standing: Friend...Vicki has gotten me more interested. Vicki was always interested in school. She gets straight A's. (interest, model)

PSYCHOLOGICAL[2]

Mother's responses
- Medium degree of interest on the part of the child in becoming a reader. (interest)

D.G.'s responses
- Interests/hobbies: Volunteer at hospital since junior high. Plays guitar. Loves sports: swimming. (interest) (interest) (interest)
- Enjoy reading: Yes; read a horse book lately. (interest)
- Motivation: Interest (motivation, interest)
- Values: Friendship
- Perseverance: Yes, volunteer work at hospital. (perseverance)

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[1]See achievement test scores for grades 1, 6, 9, 11 at conclusion of case study.
[2]See IQ scores for grades 1, 6, 9 at conclusion of case study.



VARIABLE OPERATING

- Future plans: College at St. Lukes or nursing. (interest)
- Qualities valuable in school: Open, non-critical, friendly, appreciative.

PHYSIOLOGICAL

Mother's responses
- None

D.G.'s responses
- Oldest child in family.

CULTURAL

Mother's responses
- The most important things that happened to the child in school were praise and encouragement. (motivation)
- 50¢ for every "A" (motivation)
- A high amount of help has been given by the family. She's always been a good reader. (model)
- Parent-child relationship: Apparently no time was spent together as work-recreation time. However, child was read to regularly and father answered questions and requests for help. (model) (motivation)
- Thinks D.G. will be a nurse and mother approves.
- Parents' occupations: father, sheet metal worker; mother, nurse's aide
- Three living children in family
- Parents'education: father, 12th grade; mother, 7th grade (model)
- Annual income: Don't know; that's my husband's business.
- Doesn't know what she thinks is important in child rearing.
- Has no second thoughts about the way she raised children.
- Doesn't know whether there was anything else that might have influenced high school standing.
- Mother was very non-committal (interviewer's comment).

D.G.'s responses
- Family influence on you in school: Nobody; Dad thinks school is important (he's a sheet metal mechanic). (motivation)
- Special opportunities: Hospital (Trade and Industry). Traveled a lot: Arizona.
- Peer influences: Little bit.

D6

Achievement Tests

| SAT[1] | 1st | ITBS[2] | 6th | ITBD[3] | 9th | 11th |
|---|---|---|---|---|---|---|
| Wd Mng | 16 | Lang Skills | | Rdg | 11 | 18 |
| Par Mng | 10 | Vocab | 42 | Vocab | 7 | 14 |
| Vocab | 25 | Rdg | 41 | Soc St | 9 | 13° |
| Splg | 5 | Splg | 43° | Sci | 14 | 17 |
| WdSS | 30 | Capc | 41 | Lang Arts | | |
| | | Punc | 41 | Usa | 13 | 14° |
| | | Usage | 37 | Splg | 13° | 14° |
| IQ Tests | | Total | 38 | Math | 12 | 21 |
| 1st WISC[4] | | WkSS | | Sources | 13 | 17° |
| Verb | 126 | Maps | 45 | Composite | 12 | 20° |
| Perf | 109 | Graphs | 49 | | | |
| Full | 119 | Refs | 51 | | | |
| PINTNER[5] | 92 | Total | 47 | | | |
| 6th L-T[6] | 102 | Arith | | | | |
| | | Concepts | 59 | | | |
| 9th L-T | 98 | Probs | 44 | | | |
| | | Total | 51 | | | |
| | | Composite | 47 | | | |

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V.S. (female)

Group 3
Achiever - 9th
Upper half of first grade subjects
(Metro 52)

EDUCATIONAL[1]

VARIABLE OPERATING

Mother's responses
- V.S. was a poor reader in 1st grade.
- Mother was not aware of special group placement, but thought it possible.

V.S.'s responses
- First Grade: At Hoover. Miss B. teacher. One time when I finished my assignments, everybody else was working. I went up to the teacher and asked her if there was anything I could do. She told me to sit down. (pressure)
- Grade school generally: Was more of a challenge. A lot of the classes were hard. (pressure)
- Memories of grade school: Some kids were faster. One 4th grader helped me so much that it helped push me ahead in math. The teacher asked her to help me. She was an exceptionally bright student in grade school. If kids worked together they could help each other learn. They have different opinions on how questions are put together. I started writing stories for the heck of it. Started studying hard in language. (modal) (interest)
- Feelings about high school: How in high school they let assignments go a day or two after they're due. In grade school, had to stick to due dates. When you couldn't get something done, they helped you with it. Prefer to stick to due dates because for high school and college you'll mess up. Feels that high school is rough at times. Chance exists. (perseverance)
- Favorite subjects: language, literature, reading. French coming; German. (interest)
- Least preferred subjects: Social Studies not liked but then had Mrs. Wheatley: grades from C to A. She was strict but in her grading system, time was no element; immediate feedback; study guides for notes. Got a B even though V.S. was one of two sophomores in class of juniors and seniors. (interest) (motivation)
- Change School: Start at 2:00 P.M. and go till 3:00 P.M.

[1]See achievement test scores for grades 1, 6, 9, 11 at conclusion of case study.



VARIABLE OPERATING

PSYCHOLOGICAL[2]

Mother's responses
- High degree of interest on V.S.'s part in becoming a reader. (interest)
- How she likes writing so much that she wants to become a writer. (interest)

V.S.'s responses
- Interests/hobbies: English, language, reading, prose, and short stories. (interest)
- Has been working on a bedspread for almost two years. Writing, sewing, crochet, embroidery, crewel work, pastries. (interest)
- Enjoyment of reading: Enjoys reading (interest)
- Read lately: Flowers for Algernon (motivation)
- Motivation: Always competing with older brother; wanted to get ahead. (interest)
- Values: writing, good books, friendship (best) (perseverance)
- Perseverance: writing and 2 years on bedspread
- Future plans: Not sure which college and no long range plans.
- Qualities: ability to observe; sensitive to others reactions.

PHYSIOLOGICAL

Mother's responses
- None.

V.S.'s responses
- Second oldest child

CULTURAL

Mother's responses
- The most important things that happened to the child in school were two real good teachers. (modal)
- Parents rewarded for best report cards: $1.00/best card and $1.00/every "A". Cards go on bulletin board. Kids don't like cards up there for company to see if grades aren't good. (motivation)
- Dad always urged increasing vocabulary. (motivation, pressure)

[2]See IQ scores for grades 1, 6, 9 at conclusion of case study.

| | VARIABLE OPERATING |
|---|---|
| - A medium amount of help has been given by the family. Not so much time with school work, but father helped. | (model) (motivation) |
| - Low amount of help was given with reading in particular. Got any help that was given at school. | |
| - Parent-child relationship: The time spent with children includes work, study, recreation, and companionship; such as cards in evening, yard games, and camping with a tent. Mother trying to start a cake business. Has had to lean on children (even boys) to help with dishes. | (interest) (motivation) |
| - Can put yourself anyplace with good reading. Mother a poor reader (regretted). | (model) |
| - Child read to regularly. Bought books with groceries. Got so they could read books by memorizing. | (model) (interest) |
| - Questions and requests for help have been answered. Floors her dad. Came to mother after she didn't know words and she'd send her to Dad. | (model) |
| - Thinks that V.S. will go into teaching, writing, and get married. V.S. is patient. She'd be a good teacher. | (interest) (perseverance) |
| - Mother wants her to go on with writing; wants her to do what she likes to do. | (pressure) |
| - Parents' occupations: Father works in mill shop at Collins; mother, "Not since first child." | (model) |
| - Parents' education: Father, 12 grade and some schooling (1 year in Chicago); mother, 12 grade. | (model) |
| - Annual income: No idea. He takes care of bills. | |
| - Important in rearing: Love'em and give them a lot of attention. Spoil and teach at the same time. Believes in spanking; believes in "No." "They live different in California." | (motivation) (pressure) |
| - Second thoughts on rearing: None. | |
| V.S.'s responses | |
| - Family influence in school: Cousins who always liked to read. | (model) |
| - Special opportunities: own desk, time with grandmother, travel to Canada. | (motivation) |
| - Strong peer influences: Two friends; one at Kennedy and one at Iceland. | (model) |



| | VARIABLE OPERATING |
|---|---|
| - Other influences: Encouragement in elementary school and junior high. Mrs. Fry (Hoover), 4th or 5th grade, taught language and pushed me to read. One or two others pushed me to read. I came to enjoy reading; mostly because I could understand. Reading has led to writing. | (motivation) (model) (pressure) (pressure) (interest) (interest) |
| - Interviewer comments: articulate; curious | |
| - Works at Henry's Hamburgers 18-20 hours when started but more now. | (perseverance) |

vs

Achievement Tests

| SAT[1] | 1st | ITBS[2] | 6th | ITED[3] | 9th | 11th |
|---|---|---|---|---|---|---|
| Wd Mng | 15 | Lang Skills | | Rdg | 10 | 10 |
| Par Mng | 5 | Vocab | 43 | Vocab | 7 | 14 |
| Vocab | 21 | Rdg | 35 | Soc St | 6 | 13 |
| Splg | 7 | Splg | 20 | Sci | 10 | 15 |
| WdSS | 10 | Capc | 42 | Lang Arts | | |
| | | Punc | 42 | Usa | 14a | 15 |
| | | Usage | 46 | Splg | 4 | 12 |
| IQ Tests | | Total | 40 | Math | 11 | 14 |
| 1st WISC[4] | | WkSS | | Sources | 14 | 16 |
| Verb | 105 | Maps | 35 | Composite | 12 | 14 |
| Perf | 115 | Graphs | 32 | | | |
| Full | 107 | Refs | 38 | | | |
| PINTNER[5] | 91 | Total | 35 | | | |
| 6th L-T[6] | 99 | Arith | | | | |
| | | Concepts | 37 | | | |
| 9th L-T | 107 | Probs | 42 | | | |
| | | Total | 42 | | | |
| | | Composite | 39 | | | |

aabove cohort mean.

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[1]Stanford Achievement Test. Truman L. Kelley et al. Primary 1, Battery Form X. New York: Harcourt Brace and World, Inc., 1963-64.

[2]Iowa Tests of Basic Skills. A. N. Hieronymus and E. F. Lindquist. Iowa City, Iowa: Houghton Mifflin and Company.

[3]Iowa Tests of Educational Development. E. F. Lindquist and Leonard S. Feldt. Chicago: Science Research Associates.

[4]Intelligence Scale for Children. David Wechsler. New York: The Psychological Corporation, 1949.

[5]Pintner-Cunningham Primary Tests. Rudolph Pintner, Bess V. Cunningham, and Walter N. Durost. New York: Harcourt, Brace and World, Inc., 1935-1964.

[6]Lorge-Thorndike Intelligence Tests. Irving Lorge, Robert L. Thorndike, and Elizabeth Hagen. Boston: Houghton-Mifflin, Company, 1954-1966.

S.K. (Male)

Group 3
Achiever - 9th
Upper half of first
grade subjects
(Metro 45)

EDUCATIONAL[1]

| | VARIABLE OPERATING |
|---|---|
| **Mother's responses** | |
| - Had to have S.K. tutored. He had summer school plus tutor. | (pressure) |
| - Moderate interest in reading. All kids read from time to time. Not big readers. | (interest) |
| - Paid for grades in high school. | (motivation) |
| - No help given by family. Mother worked. | (motivation) |
| **S.K.'s responses** | |
| - Memories of grade school: Liked first grade school he attended (K-5). More freedom. Didn't like 2nd school (6th on). Too restrictive, regimented. Very fond of first principal. "A fantastic guy." | |
| - Feelings about high school: High school "not as good as I thought. I'm not much good at sports." Did serve as school photographer. | |
| - Change school: Liberalize laws--allow cigarettes. Place more guards in parking lot. | |
| - Future plans: Plans to go to college after junior college local vocational school to raise grades. | |
| - Enjoyment of reading: "Sometimes." | (interest) |

PSYCHOLOGICAL[2]

| | |
|---|---|
| **Mother's responses** | |
| - S.K. will go into photography. Mother has no career preferences for S.K. Wants to take camera repair course to get good job. Wants to go to Kirkwood to get grades up. | (interest) |
| **S.K.'s responses** | |
| - Interests/hobbies: photography, hunting, fishing, trap shooting, collections, cars (currently '41 hearse!); wants to open own camera shop or portrait studio. | |
| - Model: Dad--a machinist at Crane. | (model) |
| - Perseverance: "I'm not a quitter." | (perseverance) |
| - Most important thing: getting ahead financially. | (motivation) |

[1]See achievement test scores for grades 1, 6, 9, 11 at the conclusion of case study.

[2]See IQ scores for grades 1, 6, 9 at the conclusion of case study.



PHYSIOLOGICAL

| | VARIABLE OPERATING |
|---|---|
| **Mother's responses** | |
| - None. | |
| **S.K.'s responses** | |
| - Youngest of three children. | |
| - Remembers that he got glasses in first grade. | |

CULTURAL

| | |
|---|---|
| **Mother's responses** | |
| - No time spent with S.K. in work, study, recreation, or companionship. "I was a rotten parent." | |
| - Important in rearing and second thoughts about rearing: Spend more time. | |
| - Child was not read to regularly. | |
| - Questions and requests for help were answered by mom. | (model) |
| - Parents' occupations: Father, machinist; mother, hospital superintendent. | |
| - Parents' education: Father, high school graduate; mother, 11th grade | |
| - Annual income: Not stated. | |
| **S.K.'s responses** | |
| - Values: Get a good job. | |
| - Has traveled to Chicago, Indianapolis 300, California. | |
| - Dad is a model--machinist at Crane. | |
| - There have been strong peer influences. | (model) |

5K

Achievement Tests

| SAT[1] | 1st | ITBS[2] | 6th | ITED[3] | 9th | 11th |
|---|---|---|---|---|---|---|
| Wd Mng | 14 | Lang Skills | | Rdg | 11 | 14 |
| Par Mng | 18 | Vocab | 39 | Vocab | 18 | 18 |
| Vocab | 17 | Rdg | 41 | Soc St | 13 | 17* |
| Splg | 6 | Splg | 42 | Sci | 14* | 19* |
| WdSS | 21 | Capc | 35 | Lang Arts | | |
| | | Punc | 33 | Usa | 7 | 12 |
| IQ Tests | | Usage | 34 | Splg | 7 | 16 |
| | | Total | 34 | Math | 9 | 18 |
| 1st WISC[4] | | WkSS | | Sources | 9 | 19 |
| Verb | 104 | Maps | 36 | Composite | 9 | 18 |
| Perf | 98 | Graphs | 43 | | | |
| Full | 101 | Refs | 37 | | | |
| PINTNER[5] | 89 | Total | 40 | | | |
| | | Arith | | | | |
| 6th L-T[6] | 104 | Concepts | 41 | | | |
| | | Probs | 33 | | | |
| 9th L-T | 119 | Total | 42 | | | |
| | | Composite | 38 | | | |

*Above cohort mean.

[1]Stanford Achievement Test. Truman L. Kelley et al. Primary 1, Battery Form X. New York: Harcourt Brace and World, Inc., 1963-64.

[2]Iowa Tests of Basic Skills. A. N. Hieronymus and E. F. Lindquist. Iowa City, Iowa: Houghton Mifflin and Company.

[3]Iowa Tests of Educational Development. E. F. Lindquist and Leonard S. Feldt. Chicago: Science Research Associates.

[4]Intelligence Scale for Children. David Wechsler. New York: The Psychological Corporation, 1949.

[5]Pintner-Cunningham Primary Tests. Rudolph Pintner, Bess V. Cunningham, and Walter M. Durost. New York: Harcourt, Brace and World, Inc., 1935-1964.

[6]Lorge-Thorndike Intelligence Tests. Irving Lorge, Robert L. Thorndike, and Elizabeth Hagen. Boston: Houghton-Mifflin, Company, 1954-1966.

J.J. (male)

Group 3
Achiever - 9th
Upper half of first
grade subjects
(Metro 43)

EDUCATIONAL[1]

VARIABLE OPERATING

Mother's responses

- Has no memory of what sort of reader J.J. was in 1st grade.
- Mother was aware of special group placement.

J.J.'s responses

- First grade: Attended Cleveland. One girl: Julie. Wrote stories. Teacher looked at papers. She was okay and had red hair. (interest)
- Grade school generally: Generally liked; it was fun. (interest)
- Memories of grade school: Good experience at Cleveland and Coolidge. More things at Coolidge. Some of the teachers were Mr. Jones, Williams, Epstein, and Miller for art. Jones was a great help--would go out of way to help. (motivation) (motivation)
- Feelings about high school: Like high school better than junior high. (interest)
- Favorite subjects: language arts (interest)
- Least preferred subjects: math and science (interest)
- Change school: Terrific the way it is. Structured attendance. (interest)
- Grade point average: A's and B's with B average. Parents' energy. (pressure)

PSYCHOLOGICAL[2]

Mother's responses

- High degree of interest on J.J.'s part to become a reader. Lately, likes reading. (interest)

J.J.'s responses

- Interests/hobbies: Swim, bowl, baseball, music (appreciator). (interest)
- Enjoyment of reading: Does not enjoy reading. (interest)
- Read lately: The Killing of Sharon Tate
- Motivation: other people (motivation)
- Values: friendship, family, job and good career

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[1] See achievement test scores for grades 1, 6, 9, 11 at conclusion of case study.

[2] See IQ scores for grades 1, 6, 9 at conclusion of case study.

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| | VARIABLE OPERATING |
|---|---|
| - Perseverance: parents' wishes | (perseverance, pressure) |
| - Future plans: Attend Ames or SUI and study Journalism for magazine/ newspaper | (interest) |
| - Qualities: Language arts, creativity, junior high drama (sic) | (interest) |
| **PHYSIOLOGICAL** | |
| Mother's responses | |
| - None. | |
| J.J.'s responses | |
| - Younger sibling. | |
| **CULTURAL** | |
| Mother's responses | |
| - The most important things that happened to J.J. in terms of model, motivation, and pressure were out of school: encouragement; has to face life; able to get a job. J.J. was paid in 7th and 8th grades, but not effective; he didn't care. | (motivation) (motivation) |
| - A low amount of help has been given by the family: Dad helps with math. | (model) |
| - Parent-child relationship: Time spent with J.J. in work, stay-at-homes, study, recreation, theater, movies, companionship. | (interest) |
| - J.J. was read to regularly. Tried to read to him every night when small. | (model) |
| - Questions and requests for help have been answered by Mom, helped with things J.J. thought she could help with; Dad, helped with math. | (model) (model) |
| - Remarkable change over the last 2 years. Admires Dad and Mom. Mom is stricter. We (Dad, Mom, and brother) all work hard. J.J. notices. | (model) (pressure) (model) |
| - What do you think J.J. will do: He's good at writing; journalist. We've never said what we wanted him to do. | (interest) |
| - Parents' occupations: Father, electrical engineer at Ames; mother works at Regis | (model) |
| - Parents' education: Father, college at Northwestern, mother, 3 year diploma | (model) |
| - Annual income: "I don't think that's necessary." | |
| - Important in child rearing: stability, love, interest, and discipline | (motivation) |
| - Second thoughts about rearing: Has lots of second thoughts about the way I raised J.J.; learn from experience. It's such a responsibility. | |



| | VARIABLE OPERATING |
|---|---|
| - Other influences on school standing: Credit due to J.J. He wasn't too interested initially. He accepted the responsibility. That's been his motivation. | (interest) (motivation) |
| J.J.'s responses | |
| - Influences in school: Counselor at Jefferson named Kelling. Brother got straight A's and B's. | (model) |
| - Special opportunities: Go to Texas, Chicago, games, movies. | (interest) |
| - Peer influence: Lots of friends turned sour. Brother, Dad, mother | (model) |

Achievement Tests

| SAT[1] | 1st | ITBS[2] | 6th | ITED[3] | 9th | 11th |
|---|---|---|---|---|---|---|
| Wd Mng | 10 | Lang Skills | | Rdg | 13 | 11 |
| Par Mng | 11 | Vocab | 45 | Vocab | 12 | 15 |
| Vocab | 10 | Rdg | 36 | Soc St | 9 | 15 |
| Splg | 6 | Splg | 25 | Sci | 9 | 9 |
| WdSS | 29 | Capc | 42 | Lang Arts | | |
| | | Punc | 40 | Usa | 10 | 12 |
| | | Usage | 21 | Splg | 13 | 15 |
| IQ Tests | | Total | 47 | Math | 6 | 8 |
| 1st WISC[4] | | WkSS | | Sources | 11 | 12 |
| Verb | 93 | Maps | 42 | Composite | 10 | 12 |
| Perf | 113 | Graphs | 35 | | | |
| Full | 103 | Refs | 45 | | | |
| PINTNER[5] | 87 | Total | 41 | | | |
| 6th L-T[6] | 91 | Arith | | | | |
| | | Concepts | 45 | | | |
| 9th L-T | 87 | Probs | 35 | | | |
| | | Total | 42 | | | |
| | | Composite | 42 | | | |

*above cohort mean.

[1]Stanford Achievement Test. Truman L. Kelley et al. Primary 1, Battery Form X. New York: Harcourt Brace and World, Inc., 1963-64.

[2]Iowa Tests of Basic Skills. A. N. Hieronymus and E. F. Lindquist. Iowa City, Iowa: Houghton Mifflin and Company.

[3]Iowa Tests of Educational Development. E. F. Lindquist and Leonard S. Feldt. Chicago: Science Research Associates.

[4]Intelligence Scale for Children. David Wechsler. New York: The Psychological Corporation, 1949.

[5]Pintner-Cunningham Primary Tests. Rudolph Pintner, Bess V. Cunningham, and Walter N. Durost. New York: Harcourt, Brace and World, Inc., 1935-1964.

[6]Lorge-Thorndike Intelligence Tests. Irving Lorge, Robert L. Thorndike, and Elizabeth Hagen. Boston: Houghton-Mifflin, Company, 1954-1966.

| Group 4. | | Low First Achiever Ninth |
|---|---|---|
| 1st Metro | | 9th ITED |
| 38 | C. W. | 19 |
| 35 | L. C. #2 | 18 |
| 33 | M. F. | 18 |
| 30 | Ph. H. | 19 |
| 38 | B. W. | 20 |

C.W. (female)

Group 4
Achiever - 9th
Lower half of first grade subjects
(Metro 38)

EDUCATIONAL[1]

VARIABLE OPERATING

Mother's responses
- C.W. was an avid reader in first grade. (interest)
- She always has homework.
- Always ignores first six weeks of school; encouraged to improve.
- Mother had no memory of special group placement.

C.W.'s responses
- First grade: Fillmore school with Mrs. Maydon.
- Grade school in general: Liked. "There was never any teacher I didn't like." Was in middle of group until third grade; then in top group. "I remember my friends and a favorite second grade teacher who was so nice to me. I'd stay after school and help her with different chores. Kinda made friends." (interest) (motivation)
- Feelings about high school: Likes, especially social studies and language arts. In top math class but hard to keep up. Pretty much in top groups in all subjects now. Enjoys reading. (interest) (interest)
- Change school: Get kids more involved with school. Heal the "don't care" attitude.
- Other influences: Other students, teachers helped a lot. (model)

PSYCHOLOGICAL[2]

Mother's responses
- High degree of interest on C.W.'s part in becoming a reader. (interest)
- Has always been encouraged and praised. (motivation)
- No push on career direction. C.W. will probably go into nursing. Has applied for job through school. However, mother has never expressed a preference to C.W. (pressure) (interest) (pressure)
- She feels proud of good reports. Not quite so proud of a few B's. "I've tried to tell her that everyone gets a B once in awhile." (motivation)

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[1]See achievement test scores for grades 1, 6, 9, 11 at the conclusion of case study.

[2]See IQ scores for grades 1, 6, 9 at conclusion of case study.

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| C.W.'s responses | VARIABLE OPERATING |
|---|---|
| - Interests/hobbies: Music: flute in band. Plays. Alto in Hilltop Singers | (interest) |
| - Mother was person who took interest and helped. | (model) |
| - Wants inner satisfaction. Wants to live up to capabilities of knowing Jesus Christ as savior. | (motivation, model) |
| - Values: religion in daily life; love greatest motivation. | (motivation) |
| - Perseverance: Yes. "I'm sometimes alone on opinions." Hopes to become a nurse. | (perseverance) (interest) |
| - Valuable personal qualities: Ability to figure things out--become independent. | |
| - Influences: admiration for top students. | (model) |
| - Interviewer comments: Warm, outgoing, articulate. "most likely to succeed" type. Short hair. | |

PHYSIOLOGICAL

Mother's responses
- None.

C.W.'s responses
- Middle child (2nd to oldest)

CULTURAL

Mother's responses

| | |
|---|---|
| - Family works together. | (motivation) |
| - Questions and requests for help have been answered by father and mother. | |
| - All three children were read to regularly. | (model) |
| - High amount of help has been given by both father and mother. No particular help was needed for reading. | (model/motivation) |
| - Reads aloud to family. | (interest) |
| - Parents' occupations: Father, printer; mother, probably as secretary. | (model) |
| - Parents' education: Father, 12th grade; mother, one year of college. | (model) |
| - Annual income: $15,000 | |
| - Important in rearing: 1) discipline: have rules and live by them. 2) Figure out as a family. What's right for one is not right for others. 3) Common sense. | |
| - Second thoughts on rearing: C.W.'s interested in art and music. Perhaps pushed too much. | (model/interest) (pressure) |
| - Interviewer Comments: Mother was very verbal. Very willing to respond. | (model) |



| C.W.'s responses | VARIABLE OPERATING |
|---|---|
| - Enjoyment of reading: Enjoys | (interest) |
| - Read lately: Flowers for Algernon | |
| - Family influences in school: Mother took interest. Listens and helps. | (model) |
| - Future plans: Hopes to become a nurse. Has applied at hospital. | (interest) |
| - Plays flute in band. In lots of plays. Sings alto in religious singing group. | (interest) |
| - Special opportunities: Work as waitress at Long John Silver's | |
| - Peer influences: Yes, but lots lost, too. | (model) |

CW

Achievement Tests

| SAT[1] | 1st | ITBS[2] | 6th | ITED[3] | 9th | 11th |
|---|---|---|---|---|---|---|
| Wd Mng | 17 | Lang Skills | | Rdg | 19 s. | 24 s. |
| Par Mng | 12 | Vocab | 27 | Vocab | 17 s. | 21 s. |
| Vocab | 25 | Rdg | 57 | Soc St | 11 | 23 s. |
| Splg | 4 | Splg | 48 s. | Sci | 18 s. | 21 s. |
| WdSS | 21 | Caps | 93 s. | Lang Arts | | |
| | | Punc | 77 s. | Usa | 16 s. | 24 s. |
| | | Usage | 75 s. | Splg | 14 s. | 28 s. |
| IQ Tests | | Total | 88 s. | Math | 17 s. | 27 s. |
| 1st WISC[4] | | WkSS | | Sources | 25 s. | 29 s. |
| Verb | 92 | Maps | 71 s. | Composite | 19 s. | 26 s. |
| Perf | 101 | Graphs | 71 s. | | | |
| Full | 96 | Refs | 76 s. | | | |
| PINTNER[5] | 92 | Total | 71 s. | | | |
| 6th L-T[6] | 111 | Arith | | | | |
| | | Concepts | 24 | | | |
| 9th L-T | 111 | Probs | 41 s. | | | |
| | | Total | 40 s. | | | |
| | | Composite | 46 s. | | | |

s above cohort mean.

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[1] Stanford Achievement Test. Truman L. Kelley et al. Primary 1, Battery Form X. New York: Harcourt Brace and World, Inc., 1963-64.

[2] Iowa Tests of Basic Skills. A. N. Hieronymus and E. F. Lindquist. Iowa City, Iowa: Houghton Mifflin and Company.

[3] Iowa Tests of Educational Development. E. F. Lindquist and Leonard S. Feldt. Chicago: Science Research Associates.

[4] Intelligence Scale for Children. David Wechsler. New York: The Psychological Corporation, 1949.

[5] Pintner-Cunningham Primary Tests. Rudolph Pintner, Bess V. Cunningham, and Walter M. Durost. New York: Harcourt, Brace and World, Inc., 1935-1964.

[6] Lorge-Thorndike Intelligence Tests. Irving Lorge, Robert L. Thorndike, and Elizabeth Hagen. Boston: Houghton-Mifflin, Company, 1954-1966.

L.C. #2 (female)

Group 4
Achiever - 9th
Lower half of first grade subjects
(Metro 35)

EDUCATIONAL[1]

VARIABLE OPERATING

Mother's responses
- Does not remember what sort of reader L.C. was in 1st grade.
- Not aware of special placement.

L.C.'s responses
- First grade: No memory except name of school, Fillmore.
- Grade school generally: Wasn't bad. It was okay.
- Memories of grade school: No memory except for changing back and forth between old and new Fillmore buildings. Remembers a bat in the class in about 4th grade.
- Feelings about high school: Likes high school.
- Favorite subjects: math, French, and language arts (interest)
- Least preferred subjects: gym
- Change school: Have more class discussion; teacher gives too much opinion.

PSYCHOLOGICAL[2]

Mother's responses
- Degree of interest on the part of the child in becoming a reader: always reading something today. She has always been studious. Always took them to the library but they didn't read books they brought home. (interest) (motivation)
- Did what she did and did it well! But not a bookworm. (perseverance)
- Most important things that happened to the child in terms of model, motivation and pressure: a friend who is a policeman is like an uncle. (model)
- TV programs on Low probably influenced. She got so upset.
- No pay for grades. Praise for good work; encouragement. (motivation)

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[1]See achievement test scores for grades 1, 6, 9, 11 at conclusion of case study.

[2]See IQ scores for grades 1, 6, 9 at conclusion of case study.

| | VARIABLE OPERATING |
|---|---|
| L.C.'s responses | |
| - Interests/hobbies: post card collection including cards from brother in the Marines. | (interest) |
| - Enjoyment of reading: Loves to read. | (interest) |
| - Read lately: My Antonia | |
| - Motivation: internal motivation | (motivation) |
| - Values: family relations; patience on both sides. | |
| - Perseverance: Especially in math, French, and language arts; likes the challenge of studying and succeeding in math. | (perseverance) |
| - Peer influence: a girlfriend, C.W. | (model) |
| - Future plans: college and law profession | (interest) |
| - Qualities: Shyness has been abated by discussion in humanities classes. | |
| - Other influences: prefer to be alone. | |
| PHYSIOLOGICAL | |
| Mother's responses | |
| - Car accident October 31, 1976. Trouble with an arm since. | |
| L.C.'s responses | |
| - Middle child in sibling structure. | |
| CULTURAL | |
| Mother's responses | |
| - Low amount of help has been given by family with school work generally and with reading in particular. | (pressure) |
| - Parent-child relationship: Work as a family unit. Both mother and daughter work in Woolworth's bakery. "My mother is my best friend. We shop; we plan; we talk." (Daughter's comment to mother.) | (model) |
| - Child was not read to regularly. | |
| - Questions and requests for help have been answered by mother; came to mother for help, but tried not to do for them. Played games with them. | (model) (motivation) |
| - Predictions/projections: Now at Kirkwood. She started wanting to be a teacher. Then wanted to be a lawyer. Now studying to be a legal secretary. Will come out as a legal assistant in 2 years. Started working as a legal assistant. Have tried to encourage all children to better themselves. | (interest) (motivation) |
| - Parents' occupations: Father, city area truck driver (started in October; had to stop due to rheumatoid arthritus). Has done everything. Mother, bakery clerk. | (model) |



| | VARIABLE OPERATING |
|---|---|
| - Parents' education: Father, 8th grade; mother; 12th grade | (model) |
| - Annual income: $14,000 | |
| - Important in rearing: Manners, morals, encouragement, love, friendship | (motivation) |
| - Second thoughts about rearing: Regret she's not had dancing and music; has always wanted to play piano. | |
| - Other influences: Much taken for granted. Hard to break down. "I lost my mother as an infant. We've tried to give our five the best we know how. Not that we don't have disagreements...but we do try to take camping trips together. And I think the kids know we love them." | (motivation) |
| L.C.'s responses | |
| - Family influence in school: Close to mother; encouraged by mother "to get it done." | (pressure, motivation) |
| - Special opportunities: Camping twice to St. Louis. Recently got a new library card but hasn't gone much; she used to go a lot. Gets books from school library instead. | (interest) |

Achievement Tests

| SAT[1] | 1st | ITBS[2] | 6th | ITED[3] | 9th | 11th |
|---|---|---|---|---|---|---|
| Wd Mng | 12 | Lang Skills | | Rdg | 15. | 25. |
| Par Mng | 10 | Vocab | 58. | Vocab | 18. | 33 |
| Vocab | 18 | Rdg | 71. | Soc St | 16. | 25. |
| Splg | 6 | Splg | 47. | Sci | 19. | 24. |
| WdSS | 22 | Caps | 61 | Lang Arts | | |
| | | Punc | 84. | Usa | 17. | 31. |
| IQ Tests | | Usage | 57 | Splg | 17. | 18. |
| | | Total | 68. | Math | 16. | 24 |
| 1st WISC[4] | | WkSS | | Sources | 19. | 31 |
| Verb | 104 | Maps | 75. | Composite | 18. | 27 |
| Perf | 117 | Graphs | 43. | | | |
| Full | 110 | Refs | 67. | | | |
| PINTNER[5] | 125 | Total | 57 | | | |
| | | Arith | | | | |
| 6th L-T[6] | 110 | Concepts | 52 | | | |
| | | Probs | 53 | | | |
| 9th L-T | 122 | Total | 54 | | | |
| | | Composite | 64 | | | |

•Above cohort mean.

[1]Stanford Achievement Test. Truman L. Kelley et al. Primary 1, Battery Form X. New York: Harcourt Brace and World, Inc., 1963-64.

[2]Iowa Tests of Basic Skills. A. N. Hieronymus and E. F. Lindquist. Iowa City, Iowa: Houghton Mifflin and Company.

[3]Iowa Tests of Educational Development. E. F. Lindquist and Leonard S. Feldt. Chicago: Science Research Associates.

[4]Intelligence Scale for Children. David Wechsler. New York: The Psychological Corporation, 1949.

[5]Pintner-Cunningham Primary Tests. Rudolph Pintner, Bess V. Cunningham, and Walter B. Durost. New York: Harcourt, Brace and World, Inc., 1935-1964.

[6]Lorge-Thorndike Intelligence Tests. Irving Lorge, Robert L. Thorndike, and Elizabeth Hagen. Boston: Houghton-Mifflin, Company, 1954-1966.

M.F. (male)

Group 4
Achiever - 9th
Lower half of first
grade subjects
(Metro 33)

EDUCATIONAL[1]

VARIABLE OPERATING

Mother's responses

- Poor reader in first grade; he memorizes real well. He was a memoriser.
- Mother was aware of special group placement.
- Came from a kindergarten in Traer, Iowa.
- He had been tested in Traer and IQ was fine. Couldn't believe M.F. was having trouble in reading. Miss R. said, "M.F. is a follower." She didn't think that was good.

M.F.'s responses

- First grade: Teacher, Miss R. at Kenwood. Okay.
- General feelings about grade school: It was work. First grade teacher used to get mad at me.
- Memories of grade school: Miss R. used to shake me. After school, 5th and 6th grade, we'd have dodge ball, it was lots of fun. The lunch lines: when you were done with lunch, they wouldn't let you go till you'd taken a bite of everything and you were all quiet. Mrs. J. would pound on the table to get us to be quiet. Spelling tests. (pressure) (interest) (pressure)
- Feelings about high school: Mobility is good; okay.
- Favorite subjects: sciences and social studies (interest)
- Least preferred subjects: electives; auto, wood, etc. (interest)
- Change school: Change the present attendance policy.

PSYCHOLOGICAL[2]

Mother's responses

- A medium degree of interest on M.F.'s part in becoming a reader. He does read but he's a TV person. (interest)

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[1]See achievement test scores for grades 1, 6, 9, 11 at conclusion of case study.

[2]See IQ scores for grades 1, 6, 9 at conclusion of case study.

191

| | VARIABLE OPERATING |
|---|---|
| - Started snapping out at 6th grade at Pierce. | (motivation) |
| - Most important: Praise and encouragement when results seen; pressure when grades aren't good enough. Paid for grades now. | (pressure) |
| M.F.'s responses | |
| - Interests/hobbies: Skiing and radio. | (interest) |
| - Enjoyment of reading: Sometimes enjoys reading if it's good. | (interest) |
| - Read lately: science fiction series | (motivation) |
| - Motivation: praise | |
| - Values: grades, keeping in shape, church | (perseverance) |
| - Perseverance: Pulling weeds in a bean field at grandmother's during summer. | |
| PHYSIOLOGICAL | |
| Mother's responses | |
| - None. | |
| M.F.'s response | |
| - Sibling structure: only child | |
| CULTURAL | |
| Mother's responses | |
| - Mother read to him. Lots of books around. | (motivation) |
| - Took him to library during 1st and 2nd grades. "He always liked the harder books." | (motivation) |
| - Has been paid for grades. | (interest) (motivation) |
| - A medium amount of help has been given by the family with general school work. No pushing; offer help. | (pressure) |
| - No help has been given with reading in particular by the family. | |
| - Parent-child relationship: Time is spent in work, occasional study, recreation, and companionship. | |
| - Questions and requests for help have been answered normally by mother and on occasion by father. | |
| - Thinks M.F. will be an accountant. | (interest) |
| - Mother wants M.F. to go to college. | (motivation, pressure) |
| - Expectations known to him: 3rd to to 5th grade; 6th grade said, "Not everyone has to go to college." | |
| - Parents' occupations: Father, 4th grade teacher at Erskine; mother, 4th grade teacher at Adams | (model) |



| | VARIABLE OPERATING (model) |
|---|---|
| - Parents' education: Father, college (M.A. plus 45 hours); mother, college (plus 12 hours) | |
| - Annual income: $30,000 | |
| - Important in child rearing: Encouragement | (motivation) |
| - Second thoughts about rearing: Should have had another child; would probably have been more lenient. | |
| - Other influences: He was really full of life in kindergarten. Eyes went dead in Kenwood. Dead until 5th grade. | (pressure) |
| - Interviewer comments: Mother was very appreciative of our efforts. "Any time you want to call again will be just fine." | |
| M.F.'s responses | |
| - Family influence in school: Lots of criticism from mother because she wanted me to do better. | (pressure) |
| - Special opportunities: Travel: skiing in Colorado and summer travel. Job: has worked at a grocery for about 6 months; works about 15 hours/week. | (interest) (perseverance) (model) |
| - Peer influence: Their ideas on things have influenced. | |
| - Future plans: college and business | |
| - Qualities: perseverance, gets along well with others; not curious | (perseverance) |
| - Other influences: Teachers and the way they act toward kids. Some negative feelings because teaching of content area was not practical. However, Mr. Miller taught useful things in language arts. | (motivation) (model) |

MF

Achievemen' Tests

| SAT[1] | 1st | ITBS[2] | 6th | ITED[3] | 9th | 11th |
|---|---|---|---|---|---|---|
| Wd Mng | [illegible] | Lang Skills | | Rdg | [illegible] | [illegible] |
| Par Mng | [illegible] | Vocab | [illegible] | Vocab | [illegible] | [illegible] |
| Vocab | [illegible] | Rdg | [illegible] | Soc St | [illegible] | [illegible] |
| Splg | [illegible] | Splg | [illegible] | Sci | [illegible] | [illegible] |
| WdSS | [illegible] | Caps | [illegible] | Lang Arts | | |
| | | Punc | [illegible] | Usa | [illegible] | [illegible] |
| | | Usage | [illegible] | Splg | [illegible] | [illegible] |
| 10 Tests | | Total | [illegible] | Math | [illegible] | [illegible] |
| 1st WISC[4] | | WkSS | | Sources | [illegible] | [illegible] |
| Verb | [illegible] | Maps | [illegible] | Composite | [illegible] | [illegible] |
| Perf | [illegible] | Graphs | [illegible] | | | |
| Full | [illegible] | Refs | [illegible] | | | |
| PINTNER[5] | [illegible] | Total | [illegible] | | | |
| 6th L-T[6] | [illegible] | Arith | | | | |
| | | Concepts | [illegible] | | | |
| 9th L-T | [illegible] | Probs | [illegible] | | | |
| | | Total | [illegible] | | | |
| | | Composite | [illegible] | | | |

above cohort mean.

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[1]Stanford Achievement Test. Truman L. Kelley et al. Primary 1, Battery Form X. New York: Harcourt Brace and World, Inc., 1963-64.

[2]Iowa Tests of Basic Skills. A. N. Hieronymus and E. F. Lindquist. Iowa City, Iowa: Houghton Mifflin and Company.

[3]Iowa Tests of Educational Development. E. F. Lindquist and Leonard S. Feldt. Chicago: Science Research Associates.

[4]Intelligence Scale for Children. David Wechsler. New York: The Psychological Corporation, 1949.

[5]Pintner-Cunningham Primary Tests. Rudolph Pintner, Bess V. Cunningham, and Walter N. Durost. New York: Harcourt, Brace and World, Inc., 1935-1964.

[6]Lorge-Thorndike Intelligence Tests. Irving Lorge, Robert L. Thorndike, and Elizabeth Hagen. Boston: Houghton-Mifflin, Company, 1954-1966.

Ph.H. (male)

Group 4
Achiever - 9th
Lower half of first grade subjects
(Metro 30)

EDUCATIONAL[1]

VARIABLE OPERATING

Mother's responses
- Mother perceived Ph.H. as being a poor reader in 1st grade.
- Mother was unaware of special group placement.
- Mother believes in ungraded system.

Ph.H.'s responses
- First grade: Mrs. B
  - No memory of first grade.
- Grade school memories: Sports; second grade teacher: we wrote things; teacher gave candy for best writing; a great teacher. (interest) (motivation)
- Subjects enjoyed most in declining order: social studies, Spanish, science. (interest)

PSYCHOLOGICAL[2]

Mother's responses
- Mother observes that Ph.H. has had a medium degree of interest in becoming a reader. (interest)
- Most important things that happened to Ph.H.: had problems in speech (similar to twin brother).
- Expectancy might have been low for Blacks; young teacher in 1st grade and more experienced teacher in 2nd grade; went to top of class. (motivation)

Ph.H.'s responses
- Interests/hobbies: Participates in sports. (interest)
- Motivation: Success of older brothers and sisters. (motivation)
- Future plans: Expects to attend college.

PHYSIOLOGICAL

Ph.H.'s responses
- One of set of twins in middle of 11 children.

[1]See achievement test scores for grades 1, 6, 9, 11 at conclusion of case study.
[2]See IQ scores for grades 1, 6, 9 at conclusion of case study.



CULTURAL

VARIABLE OPERATING

Mother's responses
- No pay for good grades. Lots of encouragement from family. (motivation)
- Both parents are readers; older brother is a top notch student. (model)
- Other twin brother is more studious; tends to make Ph.H. straight. (model)
- Low amount of help given by family. (pressure, motivation)
- Parent-child relationship: Time spent with children is in work, study, trips, companionship during car rides. Dad spends a great deal of time with kids playing games. (model)
- Ph.H. was read to regularly; loves children's books. Cobbs of books around. (model, interest, motivation)
- Questions and requests for help have been answered by both parents as possible. (model)
- Mother thinks that Ph.H. will pursue a career from his love of sports; however, mother has not expressed these opinions to him. (interest)
- Parents' occupations: Father, doctor; mother, school teacher, worked at Pentagon early in marriage, is at home now. (pressure)
- Parents' education: Father, M.D. at Howard University; mother, 2 years at Iowa State (model)
- Annual income: $20,000+ (model)
- Important in rearing: No competition in family. (model)
- Mother feels that older brother and sisters have been influential in Ph.H.'s school standing. (model)
- Interviewer notes: Mother very verbal, intelligent, concerned, good sense of humor.

Ph.H.'s responses
- Family help: Older brothers and sisters would help with math and reading. (model, motivation)
- Interviewer's impressions: handsome, Black, modest, straightforward after initial shyness

PM

Achievement Tests

| SAT[1] | 1st | ITBS[2] | 6th | ITED[3] | 9th | 11th |
|---|---|---|---|---|---|---|
| Wd Mng | Ao | Lang Skills | | Rdg | | |
| Par Mng | 17 | Vocab | | Vocab | | |
| Vocab | | Rdg | | Soc St | | |
| Splg | | Splg | | Sci | | |
| WdSS | | Caps | | Lang Arts | | |
| | | Punc | | Usa | | |
| | | Usage | | Splg | | |
| | | Total | | Math | | |
| IQ Tests | | WkSS | | Sources | | |
| 1st WISC[4] | | Maps | | Composite | | |
| Verb | | Graphs | | | | |
| Perf | | Refs | | | | |
| Full | | Total | | | | |
| PINTNER[5] | | Arith | | | | |
| 6th L-T[6] | | Concepts | | | | |
| | | Probs | | | | |
| 9th L-T | | Total | | | | |
| | | Composite | | | | |

above cohort mean.

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[3] Iowa Tests of Educational Development. E. F. Lindquist and Leonard S. Feldt. Chicago: Science Research Associates.

[4] Intelligence Scale for Children. David Wechsler. New York: The Psychological Corporation, 1949.

[5] Pintner-Cunningham Primary Tests. Rudolph Pintner, Bess V. Cunningham, and Walter M. Durost. New York: Harcourt, Brace and World, Inc., 1935-1964.

[6] Lorge-Thorndike Intelligence Tests. Irving Lorge, Robert L. Thorndike, and Elizabeth Hagen. Boston: Houghton-Mifflin, Company, 1954-1966.

B.W. (male)

Group 4
Achiever - 9th
Lower half of first grade subjects
(Intro 38)

EDUCATIONAL[1]

VARIABLE OPERATING

Mother's responses
- Mother perceived B.W. as a slow reader, a poor reader in 1st grade.
- Mother had forgotten B.W. was in special group placement in 1st grade.

B.W.'s responses
- First grade: Doesn't remember much; excited; scared; teachers; at Cleveland School.
- Grade school generally: Excited at first and got some out of it; not as much as from junior high and high school.
- Memories of grade school: athletics, football and basketball star (interest)
- Feelings about high school: Got a lot from junior high and high school
- Favorite subjects: Prefers writing; was inspired in 2nd grade; enjoys language arts and science. (interest)
- Least preferred subjects: math (interest)

PSYCHOLOGICAL[2]

Mother's responses
- Mother observed a medium degree of interest on B.W.'s part in becoming a reader. "B.W. does not do a lot of free reading, but is very active in sports. Can become very absorbed over long periods of time." (interest)
- Most important things that happened to B.W.: B.W. has very high goals and a lot of pride. Has to study hard. Puts in lots of time. Lots of self-discipline. Wanted to be an achiever. (motivation) (perseverance)
- Parental encouragement. (motivation)

B.W.'s responses
- Interests/hobbies: boating, water and snow skiing, tennis, golf. I try a bit of everything. (interest)
- Enjoyment of reading: Enjoys. Was in Directed Individualized Reading Program (DIR). (interest)

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[1]See achievement test scores for grades 1, 4, 9, 11 at conclusion of case study.
[2]See IQ scores for grades 1, 4, 9 at conclusion of case study.

| | VARIABLE OPERATING |
|---|---|
| - Read lately: Huckleberry Finn | |
| - Motivation: Satisfaction or doing well. "...Just to be able to complete it, to finish it and to do well in it." | (motivation) |
| - Change school: Would like it more liberal. | |
| - Values: Friends; privilege of going to school; athletics. | |
| - Perseverance: writing, reading, and athletics | (perseverance) |
| - Future plans: Mother wants college at Coe, but B.W. wants college in Iowa or Colorado in either writing (preference) or sciences (dentistry, or psychology). | (interest) |
| - Qualities: perfectionist; individualistic; independent; cares a lot about people; straightforward; natural good guy. | |
| - Other influences: self-propelled. | (motivation) |
| - Interviewer comments: Extremely personable, articulate, obviously wants to please, handsome. | |
| **PHYSIOLOGICAL** | |
| Mother's responses | |
| - B.W. is 15 months older than middle brother. | |
| B.W.'s responses | |
| -"I'm a little midget around here compared to most people." | |
| - Oldest sibling | |
| **CULTURAL** | |
| Mother's responses | |
| - Low degree of help has been given by family in general school work. Mother has helped with writing but not math. Mother did make flash cards. Helped with reading in particular only in first 2 or 3 years. | (model) |
| - Parent-child relationship: "When B.W. has and papers and themes, we've sometimes helped." | |
| - B.W. was not read to a lot. | (model) |
| - Questions and requests for help have been answered by both parents. | |
| - Predictions/projections: "Hard to tell." Mother has no special feeling for what she wants him to do. B.W. has talked about dentistry. Not strong in math and science. Probably has dismissed that. Aptitude test suggested an interest in law. | |
| - Parents' occupations: Father, vice president for moving and storage firm; mother, "No." | |



| | VARIABLE OPERATING |
|---|---|
| - Parents' education: Father, 2 years college; mother, 1 year college plus going now. | (model) |
| - Annual income: $35,000-40,000 | |
| - Most important in rearing: Verbalising; perhaps weak in this area; perhaps hard on kids. | (model) |
| - Second thoughts about rearing: More verbalization before school would probably have been helpful. | |
| B.W.'s responses | |
| - Family influences in school: Mother has pushed. "I think I'm what they call a late bloomer." Not so good in elementary; 7th and 8th picked up. | (pressure) |
| - Special opportunities: Florida trip with family for past 2 years. Went on trip with friend and his parents through Wyoming, the Tetons, Colorado, Utah (about 5,000 miles). | (motivation) |
| - Peer influences: Perceives that strong peer influences are present, but is not explicit. | (model) |

BW

Achievement Tests

| SAT[1] | 1st | ITBS[2] | 6th | ITED[3] | 9th | 11th |
|---|---|---|---|---|---|---|
| Wd Rng | 14 | Lang Skills | | Rdg | 18. | 15 |
| Par Rng | 12 | Vocab | 21 | Vocab | 17. | 13. |
| Vocab | 21 | Rdg | 21 | Soc St | 16 | 16. |
| Splg | 1 | Splg | 22 | Sci | 17. | 17. |
| WdSS | 21 | Caps | 71. | Lang Arts | | |
| | | Punc | 41 | Usa | 19. | 18. |
| IQ Tests | | Usage | 27 | Splg | 21. | 13 |
| | | Total | 43. | Math | 18 | 11 |
| 1st WISC[4] | | WkSS | | Sources | 17. | 15 |
| Verb | 97 | Maps | 33 | Composite | 20. | 15 |
| Perf | 87 | Graphs | 45 | | | |
| Full | 92 | Refs | 44 | | | |
| PINTNER[5] | 18 | Total | 41 | | | |
| 6th L-T[6] | 93 | Arith | | | | |
| | | Concepts | 45 | | | |
| 9th L-T | 112 | Probs | 41. | | | |
| | | Total | 51 | | | |
| | | Composite | 54 | | | |

*above cohort mean.

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[3]Iowa Tests of Educational Development. E. F. Lindquist and Leonard S. Feldt. Chicago: Science Research Associates.

[4]Intelligence Scale for Children. David Wechsler. New York: The Psychological Corporation, 1949.

[5]Pintner-Cunningham Primary Tests. Rudolph Pintner, Bess V. Cunningham, and Walter N. Durost. New York: Harcourt, Brace and World, Inc., 1935-1964.

[6]Lorge-Thorndike Intelligence Tests. Irving Lorge, Robert L. Thorndike, and Elizabeth Hagen. Boston: Houghton-Mifflin, Company, 1954-1966.

APPENDIX K
Transcripts of Student Interviews

J.B.

( and it's the eighth of January, 1976. J , can you tell me where you went to first grade, do you remember that?)

Tayler

(Tayler School. And, do you remember who your first grade teacher was?)

Mrs.

(Oh good for you! I remember her. , right?)

Uh

(And do you remember anything about your first grade experience?)

Not really, not too much.

(Okay, is there anything at all that you remember?)

I remember once I threw up and that was

(Were you sick that year quite a bit?)

It was only once, where I threw up in front

(But you don't forget that sort of thing pretty soon. Okay, how bout number two, how did you feel about grade school generally?)

I liked it, it was all right.

(Okay. And number three, what do you remember about grade school?)

I can't remember, you know

(Okay, anything, after first grade, teachers or things that you did or classes that you liked or things that you didn't like)

Well, I liked math class pretty well

(Oh good. What grade was that specially?)

All, all through school. And gym class

(Okay. Do you remember any teachers that you had or any things that they did that you liked?)

I had Mrs. , math teacher

(Okay)

I had Mrs. , I didn't like her too well

(What did she do that you didn't like, or don't you remember too well?

The way she, the way she acted you know, it was like she was mean

(Kind of a stick one huh?)

Yah

#4 (Okay, number four, how have you felt about high school?)

You mean, like McGinley?

(Uh huh, well, or Washington here)

Oh, it's all right

4a (Okay. And which subjects do you like best? I'll bet I can almost predict.)

Well, let's see. I'm still takin math. And machine shop

(Any others that you like?)

That's about it

4b (How bout the ones you don't like?)

Let's see. I can't say any. Well English, I don't like that too well

(Okay. What is it that you don't like about English, is it)

I don't know, I just can't work at it or something

(Okay. What do they have you doing, these days?)

English?

(Uh huh)

Oh, I haven't had that for about, last two semesters

#5 (Okay. How bout number five, what sorts of things do you like to do especially outside of school, interests and hobbies?)

Sports

(What sports specially?)

Basketball, football, baseball

(Whole works)

Huh?

#6 (The whole works. How bout number six, do you enjoy reading?)

If I have a good book to read.

#7 (Uh huh. What's the last book that you read? Or, that you're reading now?)





The Hobbit

(Have you gone onto the whole Ring series?)

Well, yah I did for a class I had

(Cause we've read that through now three times, it's just great. That's a wonderful book. Uh, how many books would you say you read a month?)

One maybe

(Okay)

Not too many

#7 (Well that's all right. That's not, that's probably above the whole United States average, so keep it up. How bout number eight, has there been anyone in your family that has influenced you specially?)

Well they keep tellin me go on, like in machine shop since I'm doin good

(Great now, do you have an older brother or a sister or,)

Yah

(And they're the ones that tell you, keep at it?)

Oh yah, my mom

(Uh huh. Now, is it an older brother or older sister?)

Both

#9 (Both, and number nine, have you had any things that you call special opportunities? How that could mean things like travel, or a job or uh, a grandmother that's done a lot for you, or)

I got a job right now

(Where do you work?)

Gazette

(Do you, what do you do?)

I'm an office carrier

(A what?)

Office carrier

(Office carrier. What does that mean?)

J.B.

Oh, deliver papers, collect, you not paid by the hour

(How is an office carrier different from a regular carrier?)

Oh, the pay is different

(Oh, I see. Why?)

Well, it's just, regular carriers, they get like, each job they collect. They get like twenty five cents of what they collect. I get paid by the hour, by however long it takes me to collect

(I guess I'm trying to figure out why. Why the difference? Are you better? I mean, does that imply that you're more reliable than some of the others? Oh, I see. That's good. How bout any of the other kinds of special opportunities you've had?)

I can't think of any.

#10 (Okay, how bout number ten, what makes you do things? What motivates you to do them?)

Curious, eager

(The what?)

Eager, curious

(Curious, okay. Curiousity. Does anybody else's pushing make you do things, or)

No

#11 (Okay, how bout number eleven, if you could change school in any way, how would you change it?)

Not too much, it's all right right now.

(Okay. And number twelve, now number twelve asks about your values, and that, I spose if you think about, anything that you'd tell somebody from another world about that was important to you, that's what your values are. Can you tell me what your values are?)

You mean, if somebody came over from another planet?

(Yha, they've never been here. And they said, "J , what's important to you in this world? We're going to take you over to this other planet and you can have the opportunity of bringing along some of the things, now I don't mean things cause I don't want to say that, but things in this world that are important to you?)

#12

Well let's see. I guess myself, they're asking me to go over there, what would I take?

(Uh huh.)



J.B.

I'd take the family to see what they'd say about it, friends

(All right, good. That's fine. What else do you, is important to you in the world?)

That's about everything

(Okay, so it's yourself and your family and your friends)

Education

(Okay, education. How bout number thirteen, are you a person who can stick to things pretty well?)

#13

Stick to things pretty well? Yah

(And can you give me an example of the kinds of things that you stick to best?)

Math

(Math, okay. )

I stick to math

#14 (Okay, and number fourteen, have there been people your own age who have influenced you strongly?)

(Now this could be either boys or girls, or)

I don't

(Do you tend to influence them rather than their influencing you, or)

No

#15 (No. Okay number fifteen. What would you like to do after you graduate? This is your last year. You'll be making some kind of a decision about what you're going to do)

Uh, I would like to go to college

(Okay, and which, what would you like to take in college?)

Uh, I guess I'd take math and machine shop, maybe learn some more history. I'd like to go to college and work at the same time

(Okay, do you have any idea about which college you'd like to choose?)

I'd like, well, no, not really

(Okay. How's your grade point average?)

It's about B or something like that

#16 (That's good. And number sixteen asks how many people were, how many people do you have at home right now?)

Counting right now? Let's see, it's about ten

(I'll be darned! Have you really?)
(Can you tell me, is it mother, father, and then)

Grandfather,

(Okay, mother, father, grandfather. Okay then brothers, how many?)

Three other brothers. One's a baby.

(Okay, how old are your brothers?)

One's nineteen, Well he'll be nineteen, and twenty-four

(Okay, that's all right)

And the other's fourteen I think

(And then the baby is how old?)

About eight months

(I'll be darned. Then how bout sisters. How many?)

Four

(Okay and how old are they?)

One's twenty-two, other one's seventeen, fifteen, and thirteen

(That's quite a family, so you have)

fifteen the last one

(Fifteen.)

That can't be right

(Twenty-two, seventeen, fifteen, thirteen,)

Ah, I can't remember

(Well that's all right. Where do you fit in all of this? You're about in here?)

Yah, twin sister

(Okay, so you're twin to this one. So that third from the top with a twin, right? Okay, and number seventeen asks what qualities you express which you think have been valuable to you in school)

What do I

(Well, qualities could mean things like uh, friendliness, sense of humor, uh, intelligence, temper, there could be any number of things. But, things that you express particularly that you think have been valuable to you in school. You've done very well, you see, between your first grade experience and now your twelfth grade





experience. What is it about you that has enabled you to make it this far?)

Keep on learning

(Okay, so a desire for learning, that's fine. Desire to learn. Is there anything else thatyou think has helped you?)

I can't think of anything

(Okay, how bout number eighteen. As you look back, across your whole school experience now, is there anything that stands out to you as being very important, in influencing your whole school standing, this nice B average that you have?)

I don't think I know what you mean. Say that again?

(Well, I spose, what we're interested in finding out is, what makes a difference with kids. What makes it possible, for example, for you to stay in school, as you've gone through school, and for somebody else to drop out as soon as they reach the age when they can. You've decided to stay in and you even want to go on to to college. What makes you want to do that?)

Well I can handle what other kids can't handle. They can't, they get too much pressure on em,

(So you feel you can handle pressure pretty well)

Yah

(Uh huh. Is there anything else? Okay J· , that's it. Thank you very much.

L.G. #2

(experience?)

Nothing, nothing.

(Do you remember where you went to school?)

Fillmore

(And do you remember your teacher?)

No.

(Was it Mrs. or Mrs. )

I don't

(Okay. And how did you feel about grade school generally?)

It wasn't bad, it was okay.

(Okay. Wasn't bad. And what kinds of things, any kinds of things that you remember, about grade school, teachers or things you did? Like I remember I was in a play in second grade and I thought that was just great stuff.)

Um, I really don't remember that much about grade school.

(No memory, made a real big impression on you.)

Well, changing schools, we went to Old Fil and new Fil, they were right across from each other, and we went back and forth. Then they were building new Fillmore we were still in old Fillmore.

(Oh really, oh. New Fillmore.)

And we had a bat come into class, that's about the only things

(A bat came into class?)

A bat

(Bat. In class. What grade were you then?

I think it was about fourth.

(That will do something to a little kid won't it?)

He had everybody under the desks.

(How about high school, how have you liked that?)

I like school, quite well.

(Great. And what subjects do you like, or do you like em all?)

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L.C. R

Math, French, Language Arts

(French and what?)

Language arts

(That's an interesting combination. That's going to be a good strong combination for you when you're going to go to. Which things, subjects do you like least?)

Gym

(You and my husband. And how about things that you like to do, interests or hobbies?)

Um, I've got a post card collection, that I need to get straightened up

(Where have you gotten those? People sending them to you?)

Yah. And my brother was recently over in Okinawa and he sent back some cards.

(Oh, is he in the Navy, or)

Marines

(Marines, wow. What about reading, do you like to read?)

I love to read

(Great!)

I get in trouble for reading too much.

(Oh well, never give it up. What have you read last?)

Um, My Antonia, or something like that, it was for humanities.

(And, uh, who in your family has influenced you the most? In terms of school?)

Probably my mother

(Uh huh. That kind of stands out to you in terms of an influence)

My mother and I are very close, and she just kinda doesn't push me into anything, but yet you still kind of get it done. She encourages my activities.

(So did mine. It was just great. She couldn't do the stuff, but she was always right there cheering me on. [illegible], in terms of special opportunities that you've had, are you conscious of things you've done? or places you've gone, that you consider to be opportunities, trips or)



L.C. R

Well, I should think of something but I can't

(Okay, now you've said that the one trip that you were supposed to take as a result of was it school patrol, that you participated in, you decided at the last minute no to go. Uh, have you done any other kinds of things with your family, you gone places?)

We go camping quite a lot and we went down twice to St. Lou

(And has your mother encouraged you to have a library card, do you go to the library regularly, or do you get books here at school?)

Mostly at school. Um, I recently got a new library card, but I haven't gone that much. I used to go a lot.

(Well if you can get books here, there wouldn't really be a need for you to go downtown, but it is an awfully good library here in Cedar Rapids. I used to use it a lot when I'd check books to use for my classes. Uh, motivation is an important kind of thing. What do you think motivates you, is it something inside of you, uh, do you move a little faster if you're gonna get paid for it?)

If I wanna do it, it's gonna, if I'm gonna get paid for it, I don't like to do it, it's not gonna motivate me that much.

(So it's an internal motivation then,)

Yah.

(And if you could have any changes in school, how would you change it?)

I don't know how I'd do it, I think they should have, I don't know, more class discussions than there are

(How that's interesting)

Get everybody's opinion. Usually the teacher just stands up there and he tells you what he thinks, and once in a while somebody will ask you what you think, but it's not enough.

(Would kids discuss, do you think, if they were given the chance?)

Um, in my humanities course, which is language arts, we have quite a few discussions and I think they like getting it going. We've had quite a few heated discussions, too.

(How bout values, number twelve. This is asking, what kinds of things are important to you? You already told us that you are very close to your mother, so I would say that probably your family relationships are an important thing for you. How what other kinds of things do you value?)

Oh, well. As far as working, the parents and, I don't know what I want to say, um, effort or whatever you want to, I don't know what word I'm looking for

L.C. #2

(Okay, is it effort on your part?)

Um, yeh, and, patience I think. I work at Killians' in the tea room and you can get some awfully impatient people, that's hard keeping your temper sometimes

(And it's patience on the part of other people, or)

My part, both ways I think.

(Patience on both sides. How bout in relationships with friends, how do you feel about that? What's important to you in a friendship?)

Trust.

(Uh huh. And, let's see. Anything else that's important in a friendship?)

things to gether, in a green

(Okay, how about openness)

Yeh

(that's kind of what you're saying I think about people being able to be frank with each other and to be, to feel that you can do things back and forth with each other, and a group. Number thirteen, do you consider yourself, the expression stick-to-itiveness? Perseverance?)

Stubbornness?

(I think of think that you would. No, it really isn't stubbornness. It's an ability to stay with the task)

Yeess,

(and,what areas do you consider yourself most able to do that in? Can you stick with, you've already told me that you can stick with things like math and French and language arts. And that's a pretty solid collection to be able to stick with)

It isn't easy all the time either

(Uh huh. I'm sure not. So, uh, do you tend to stick with things you like more than things you don't like?)

Well, sometimes. Um, my math, it isn't very easy for me, I have to go home and really think it out, and in that respect I don't like it, but I stick with it because I enjoy the challenge I think, I'm able to do that.

(And have there been strong influences on you, your peers, your friends, your classmates?)

I don't think I quite understand that one.



L.C. #2

(Okay. Uh,)

What do you mean, quite like

(sometimes, I had a friend in, when I was in high school, who I think was quite a strong influence on me.)

A girlfriend, [redacted], and my mother, and

(I know [redacted]. I talked to her a little while ago and she's just darling, and I can understand how you two would enjoy each other. Very much.)

We had math together last year. She's something else.

(That's just great. I can really see you two enjoying each other. How bout your plans for college or career, do you plan to go on to college?)

Hopefully

(And what area would you like to go in, do you know?)

I'm interested in law.

(Great.)

How this is going to work out I'm not sure.

(Well, now/let's see. If you keep going, will now you can expand that collection a little bit you see, as you go along.)

I have a course right now, Unified Chinese criminology, and it's very interesting.

(Great. Wonderful. How many children, how many people are in your home now? You've got a mother and a father, and how many brothers and sisters?)

I have three brothers but one is in the service so that runs down to two, and one sister.

(Okay, so two and one, and one sister? So two, three, four, five, plus you, is six. of you at home now? Is that right? Okay, and where do you fit in all that?)

Middle

(Middle. Okay.)

Um, humanities courses have helped me a lot because we've had to get up and give reports, and I think, that class in itself has helped me come quite a bit in talking with other people.

(And if you're interested in law, what you want to do now, keep coming out as much as possible. But you'll be able to do that.)

Well, if they get me into a discussion I get quite interested and there is no problem. Actually I think my shyness just goes back to grade school. I wasn't very popular, I had quite a few goodies.

(That's hard to believe.)

It bothered me all the way, I think from grade school up to about ninth grade.

(that's very interesting.)

came into high school and people didn't seem to care.

(Why?)

I don't know.

(Were you a nasty little kid?)

No, I think it's because I was doing everything right, and people just didn't

(and they hated you

yah. I was always considered goody-goody, and that wasn't too great then.

(Yah, well they don't like that. But that's all right. Or goodie-goodies sometimes get ahead. So.

Well it's sometimes a rather odd feeling because I'm not perfect, I've made, a few mistakes

(Um that's significant though, that over the course of these years they've begun to change enough now so that you're beginning to find other friends who also enjoy doing things well, and more and more you'll find that to be the case, when you go on to college, you see, you'll find more and more people who enjoy the same kinds of things that you enjoy)

I think that's why I value my friendships so much is because I there are so many people that dislike me, that if I have a friend, I'm gonna try everyhard to keep that relationship

(but I think you'll find that that will change, rather than contract as you)

um, has helped me a lot because she's taken me more back to church and through her I've gotten quite a bit more friends and so forth

(That's great. She's kind of hard to resist isn't she?)





She goes back to grade school with me.

(Oh, you've known each other that long? Were you in the same class? In first grade, do you think?)

I don't remember. I know in sixth grade we were.

(Well let's look at number eighteen. Any other kinds of things that you think might have influenced your work in school? In terms of making you the achiever that you are.)

Uh, I prefer to be alone, and if I am alone I can do things, like just push myself, at my own rate or whatever.

(Uh huh. Have you read the book called The Lower?)

We read that and I liked it, it was very good.

R.C.

#1 (My school and this is . right? And do you remember where you went to grade school,

Madison

(Madison and do you remember who your teacher was?)

No

(You do not remember your teacher's name. Do you remember anything about your first grade experience at all?)

No, it's so long ago

#2 (Not very many do. How did you feel about grade school generally?)

I liked it.

#3 (And number three asks what you remembered about it. Now this can be anything that you remember, it can be about friends, it can be about teachers, about things you did in class, recess whatever)

Could this be like in sixth grade?

(Sure.)

What I liked about the school, or just anything?

(Anything that happened. It could be something you liked but it also could be something you remember about it.)

Oh, I liked the way we had different teachers, like, in sixth grade like you could move from room to room. I have, I don't know, I liked the teachers, that's the best

(Was that the first time you'd been able to move, from room to room)

Um

(and anything else that you remember about sixth grade at all?)

In sixth grade I remember we gotta go down and help the first graders and I remember I liked that

(Oh, that's nice. Have you done any of that since?)

No

4 (Probably fun for the first graders too. Um, how about number four how have you felt about high school? If you want to follow along with this, you're welcome to, cause that just, I'm just going down with these questions, beautiful.

uh nails, I just polished em

(Aren't those nice, they look so pretty with your outf- and all,

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S.C.

Thank you

(That's just lovely. You didn't even know I was coming.)

I don't like high school

(You don't like it. Can you tell me a little bit about why?)

I haven't learned anything. Like, I've talked to a lot of college kids that have come back, and they say that high school just hasn't done anything for them. They've had to start out, you know, to learn for on.

(What, how have you decided which courses you'd take?)

Well, the first year, as a sophomore, you had to take, there were a lot of requirements you had to take, and then after that, I just, what I did, I just took the easiest, which I regret now, but

(Who helped you make that decision?)

My sister

(And this is an older sister that)

Yah, well she graduated last year.

(If you were going to take high school over again, what kinds of courses would you take now, going through a second time?)

Uh, a lot of math and biology and chemistry. I was going to take biology and chemistry and all that this year, this term, but I got into OE and then

(What does that mean?)

Office education, where you go to work half day.

(I see. Where do you work?)

Harding Junior High

(Oh. What do you do there?)

I type and I file. See we just do what the teachers bring in. Like if they want a test, we just put in the test. I like it.

(Now you've said that you really have been a little disappointed in what high school has done for you, in terms of preparing you for what you might do later on. Have you had subjects that you've particularly liked, in high school?)

Yah, typing and math. I really enjoy math but it's so, so darn

#6 (Which ones do you not like?)

Science. I don't know, it's just, I don't know, I like the subject of science, but I guess I just didn't like the teacher



S.C.

(uh huh)

that kind of thing. And American studies courses.

(How come not American studies?)

I didn't know anything, like going back into it, you know like about the government and things like that. I didn't know too much

(So it was because that you were unfamiliar and didn't feel that you had a very strong background and it made it hard for you to do it. So you'd feel that, American studies is a required subject, is that?)

Yah

(So you would have felt that if you had had more background for that in grade school, perhaps, or in junior high maybe. Okay, uh, how #5 about interests or hobbies, what sorts of things do you like to do outside of school?)

All kinds of sports

(Mm)

I've never had a hobby

#6 (Do you enjoy reading?)

Yah. If I can find a good book.

(How many books would you say you read a month?)

Um, I just went to the library last week and got ten, and I'm finished with those.

(How soon will you finish them?)

I just finished the last one last night.

(So that's ten books in a week?! Gosh, if I did that I, that's fantastic)

If I can find a good book, I can read, but sometimes I can get a book and it's just not, doesn't keep my interest

(Sure, well, I mean that's going to happen, you know all the time. But that's just, that is a wonderful thing. Now bout number #7 seven, could you tell me a few of the things that you have read lately?)

Uh, most of em are mysteries. And then, let's see, three of the books were about girls that had gotten pregnant, and let's see, the other ones were mysteries

#8 (Okay, how about number eight, is there anyone in your family who has particularly influenced you?)

R.C.

You mean the, what do you mean like?

(How I should, you did mention that your sister, influenced you to take certain courses)

Yah

(has she influenced you in other ways that you've been aware of?)

(Now we're talking about family influences and you've said that your sister had been an influence in that she had suggested courses that you might take in order to get through high school.)

Yes, she's about the only one

(Has she influenced you in other ways?)

By influence, do you mean kind of pushed me into like a course, or something

(Well, it might be, or it might even be by the way she is, the way she dresses, or things that she likes, maybe the fact that she likes something) Well she always took those sewing classes and I always wanted to sew. But I could never sew, so I took, well a lot of sewing courses, but, didn't got anything out of it

(Yah. So you might, it might have even worked the other way for you, it was almost more important for you to do things that were different from those that she liked, so that you could be yourself rather just be a copy of her )

Yah, I took cooking and she always wanted to cook, and she couldn't cook, it was

#9 (How bout number nine, have you had special opportunities? How you said that you had this job at Harding School. It seems to me that's kind of a nice opportunity. Are there other kinds of opportunities you've had?)

I worked in the office, the main office for a while, and I don't know if that's an opportunity,

(Sure, is that the office here?)

Yah

(I should say so. Now, are those office skills that you picked up when you were in high school?)

No, well just, they needed a runner,

(I see)

And then I started doing more than just running and, that was during free time



R.C.

(You were a responsible type and they said, we'll put her to work.) How bout other oppostunities you've had? Does your family travel or do you have special things you do in the summer, or a grandmother that's been very helpful to your family?)

Oh, no,. I've been

(Maybe a church activity that you've been in?)

Most things that I do are sports, like basketball, just work out year around

(Where do you do that?)

In the summer you mean?

(Uh huh)

Well, in the summer we come, in the summer it's open gym, but then we also have softball, that's all. That takes most of the summer. We camp a lot, so it's pretty busy.

#10 (How bout number ten, motivation. What is it that motivates you to do things? What makes you want to do things?)

Mostly I see other people doing them, just looks interesting I guess.

#11 (Okay number eleven, if you could change school in any way, how would you change it?)

You mean from what I

(From your own experience)

I'd get the administration closer to the students

(How would you do that?)

Oh, I don't know, it just seems

(Now you're someone who's worked in the office so you're conscious of that end of the operation, but you're also a student)

I think I'd go out and meet people more, like go in the halls

(Uh huh. So the principal might be out in the halls, really)

It seems like they're in their offices all the time. And if you just went in and tried to talk to em you know, like if you just had a problem or something, it seems you just can't do it you know, cause they have so much, many other things. Maybe they could build another high school and get more, you know, less students in each school

(Well they might have a day when the principal was available, just for student chats, and a small group of you could come in and talk at that time, or a large group, or a lunch period when he'd meet with a table of students, something like that. I think that's a good idea. How bout number twelve, Regina, it asks about your #12 values, now if you were going to talk to somebody from someplace

else, a different world even, what are the things that you think are really important?)

About school?

(No, about life. It could be about school, I mean, it could be education, as far as that goes. But it could be family, friends, church, society, our government.)

Uh, I'd say it'd just be friends

(Friends, okay. Anything else, things that you value. Okay, let's go onto number thirteen, do you consider yourself to be a person who can stick to things fairly well, do you perservere?)

#13

There's a lot of things, like I join, then I want to quit, like right in the middle of it. And then I think about it, I'm really interested in it

(Okay, so it depends on interest. What sorts of things have you, do you like to stick with?)

Um

(It would seem to me that your job)

Yah

(Has been something that you've stayed with)

Yah, but with my job, I can't stay with it. It's only a one year thing, like most of the students, like other people, they can stay on, you know, I just, I really like my job,

(Now this is your job at Harding?)

Yah

(Why can you only stay one year?)

Because the next year they hire another older student

(I see. And the fact that you're graduating now would influence that also. Okay, have there been strong peer influences in your life? People your own age who have influenced you.)

#14

No.

#15 (Okay, let's turn it over. What do you plan to do after you graduate?)

Go to college

(Do you know where yet?)

I'd like to go to Coe





(Ah. Why not?)

That's true

(What would you like to take there?)

I don't know, besides. I want to be a nurse and work with little babies, you know. And then, you really have to be smart and I'm not that smart

(You might feel yourself. No, don't cut yourself too short. You've told me right now that you, perhaps taken the wrong courses when you were in high school, and it may take you a while to get caught up, in terms of that background experience, but don't think of yourself as being "not smart" because my hunch is that you're really quite smart. So I'd hang onto the dream and then find out ways of getting to it. That's, that's important, cause you'll, all through your life, you'll be, you'll have only yourself to live with the most closely, so you have to decide the things that are really important to you, and then try to go on with them. How bout number sixteen, how many of you

#16 are there at home right now?)

Um, six

(Six all together?)

That's counting my parents

(That's fine. Yah, so that's mom and dad, and brothers and sisters?)

Yah, I have, let's see, you mean living at home?

(Yah, let's do the living at home first, and then the totals.)

Okay. I have three sisters, that's it. No there's only five at home, counting me there'd be six.

(Okay, that's all right. That's fine. How many sisters do you have all together?)

Three

(And how many brothers?)

One

(Okay, so three, four, five, six, seven. Now, which one of those isn't living at home?)

My brother

(Okay, so he, is he married?)

No, he just

R.C.

(Okay, so he!

he just moved out this last year

(Okay, so he's not at home now. Where do you fit in that rank?)

I'm in the middle

(How old are your other sisters?)

Let's see, one's five, one's twelve, eleven, and one's nineteen

(Okay, and how old is your brother?)

Twenty

(Okay. Now R , the last one, I mean not the last one, number seventeen, what qualities do you express which you think have been valuable to you in school? Qualities might be something like kindness, or uh, understanding or sense of humor or intelligence. If somebody was to identify but they were not to identify you by the fact that you have all those adorable pantsuits and your nails all polished, but they were going to identify, going to talk about what kind of a person you were, what kinds of adjectives might they use?)

When I first came into school I was really shy. I just didn't talk to anybody, I just kept to myself and then through the people and teachers, all the teachers have helped, you know I can talk to people a lot easier

(I can see that. So, you've gone from shy to maybe more outgoing.)

Let's see. Oh,

(I'll let you go back and worry around with that one for a while, we won't worry about that one anymore. How about number eighteen, is there anything else that you think might have influenced you in affecting your school standing? What's your grade point average now?)

Probably B

(Okay)

B or C

(Okay, now that's, you've done very, very well since the very first time when you started school. What do you think has made that difference for you?)

I think I put my mind to it

(Okay)

In like grade school and junior high there's really nothing to work for, it just didn't seem like I was ever going to get out on my own. I just now, it dawned on me that I'm sooner or later going to have to get out on my own, no, there's nobody else that can do it for me, so

R.C.

(You're going to do it for yourself, good. So that's an emerging independence, isn't it?)

T.C.

(check first of all just to see how the sound is going. Why don't you tell me where you live and how long it takes to get to school.)

Okay, recently I just got done gettin out of the hospital and I moved away from home, and I now live on O Avenue on the northwest side of town,

(Are you living alone, or)

Um

(You don't live with your family?)

No. I don't live with my family anymore. And um, I live on the other side of town, it takes me about fifteen minutes to get across town to school.

(Okay.)

M/ (what you do remember about your first grade experience. Number one, which school did you go to?)

I went to Madison school,

(Okay and you said that you loved it a lot and even when you drove by recently you found yourself kind of crying about it cause you had enjoyed it so much)

Cause it was really sensitive and

(Do you remember who your first grade teacher was?)

Oh, I know what her name is. I know what my Kindergarten was, but oh I knew it

(Well, do you remember anything about first grade?)

Oh yeh, I remember, we had to learn all of our alphabets and I really enjoyed all of my teachers and, and um, I don't, know, there's a few that stand out, but that was before, I don't remember my first grade teacher, I know what it is but I just can't remember it

M-1 (Okay, well that's all right. Now you've said on number two that you liked grade school very much, as a matter of fact it was your favorite, it's been your favorite part of school so far. What do you remember about grade school, now not just first grade, but anything about grade school along the way?)

Oh, I remember the cafeteria, I remember um, I just knew the whole structure, I can still remember the whole structure of the building and I can, I know, I knew most of the teachers there. I can remember teachers a lot. I really enjoyed math and, and there's, there's been a lot of experience. I really liked it a lot.

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T.C.

(What stands out to you about some teachers? Now, ai we're gonna talk about, what we'll do with this, with the results of this study, is to share it with teachers and parents and other students so we'd like to have some things that could be valuable to teachers and to parents, and to kids as far as that goes.)

Yah, I used to be interested in doing all that, but I didn't feel like going to four years of college to do it, so

(What about teachers that stand out to you?)

Oh, I remember me, a Mrs. . I had her for math class. I remember her. She was a good teacher. I just enjoyed math, I don't know, it runs in the family, everybody enjoys, is good in math

(What made her a good teacher? As far as you can tell)

Well, she took time out to help, and she wasn't, wanted to get your work done, but would make sure that you had time to get it, and make sure everybody understood it and if they didn't, she'd separate you and talk to you for a while during class, to make sure that you are getting it

(Okay, that's fine. Anything else that you remember, important things that happened when you were in grade school, the circumstances)

I remember a few bad experiences

(What were those?)

There was this Mrs. , she was a music teacher. If you talked during her class, it was music class, if you talked during it, she would take your head and cover it over your mouth and tape it

(Wow!)

I didn't like that. I didn't like it all. Once she did that to me, it was recess time, she told me I had to come back with that still on. Well, by the time I went to recess, I had it off, so I had to come back into school and paste it back on. And then I had a social studies teacher, uh, Mr. she was really, he was a nice and fun teacher, but when you were disobedient, he used to have, he called it the board of education paddle or something like that, one time he threw it against a chair and he broke it, you get jumpy about that

(I guess so. How bout number four, high school, how have you felt about high school?)

It's pretty good. It's a lot of work. It depends on the courses you take and stuff like that.

(What are your favorite subjects?)

Shorthand and typing, language arts and math. I pretty much,



T.C.

science and social studies I don't like, but, those are my, those are the ones I have had hard times. I've only had one science teacher that really helped me and that was a Medicine School, but during junior high and grade school I didn't really have that much help in science at all. I didn't do good in it at all

(Now you said shorthand, typing, language arts and there was one other one that you liked,)

Math

(Math, okay. Why do you think, why is science so hard for kids? Cause that's invariably the subject that they don't like)

Yah, well, like in, like I said at Medicine school, I did really good in science, like now, I just get C's or D's you know, cause I don't think the teacher took enough time, cause, he may know it, see we don't know it, and language and math are part of an everyday thing, so of course you're going to catch on to that. Science, you don't look through a microscope everyday

(Sure)

It's hard, like they expect you to know the names of everything, every element, every thing like that and, it's not easy at all

(Too unfamiliar to you)

Right, they don't take enough time out to really show you, and tell you what it's really like. Like science is another subject you have to know and that's it. I'm just here to teach you and that's it. I think it needs a lot more help

(How bout social studies. Why do you find that that's one you don't like?)

Well um, in high school I did good in social studies, Like uh, I always got an A in social studies. But, I wrote a good report and that helped a lot too. But I liked the teacher and the teacher, we had a student teacher, and they both took time and explained it and he, gave us time during class, to do, like the report and he helped us find materials over it and stuff like that. So sure I got an A in that class cause I knew what I was doing there, but see like sometimes

(Isn't that significant)

Right. And see like sometimes, like I had another social studies teacher here. And he gave us an assignment, and that was it. And, like there's another one who's really good, he writes down all the, like before the test he writes down all the subjects we're going to go over, so then he writes, so then we have time to look at em, two days before the test. Well, other teachers, they say we're going to have a test over all the stuff that we had and then they forgot to review over it. and if they do, one hour isn't enough, they should take a couple of class times

T.C.

(You don't really have any idea then what parts of it you should concentrate on)

Right, right. Because there's so many different things, you know and he might have, want it based around one thing, and there might be two different things.

#5 (Okay. These are good ideas. How bout number five, what kinds of interests and hobbies do you have?)

At school?

(Anywhere)

Well, uh, I'm interested in uh, my school of course, I'm interested in jobs. But I'm also interested in, I have a job at it, like I'm interested in plays and stuff like that, but my job takes me away from it so I can't do it

(What kind of job do you have?)

I'm a receptionist

(Oh, where?)

At Mercy Hospital. But see, I have a lot, I'd like to participate more in school activities and stuff like that. This is my last year and I can't do anything about it now. But like I've had that job about two years now, it'll be two years in April, so I really haven't been participating that much. Cause I work every single Friday night, so I can't go to hardly any games or anything. But, if I'm, at Franklin school, I enjoyed doing plays and acting and stuff like that

(Well T after you're out, you said that you might not go to college, you could go on in theatre groups, community theatre groups and that sort of thing. Because it's nice to continue to develop that sort of thing)

Yah, it is

#6 (How bout number six, do you enjoy reading?)

Oh yes. I read all the time

#7 (What have you read lately, number seven)

Oh. I'm reading a story right now. I like romance and mystery. Those are my main thing

(Do you have favorite authors?)

Oh, yeah. One is Barbara Kartman. Oh,

(What's her last name?)

Kartman

(Can you spell it?)



T.C.

C-a-r-t-l-a-n-d. And there's um, you know the Trixie Belden books? I read the whole series of those.

(Trixie who?)

Trixie Belden mystery stories

(B-e-l-d-e-n.)

Yah. They have about twenty five, series, and I read them all.

(You see these would be handy things for me to be able to pass on to some of my students that say, now these are good authors, these are good titles for high school students)

There's several good authors. I mean, there's no. That's the main, I like Barbara Cartland's because she does have good romance and mysteries you know, with a lot of action in them

(About how many books would you say you read a month?)

Sometimes I read a book in two days, and

(Uh)

And if I'm really interested I'll sit down and I don't care what comes in my way, it's just going to have to wait. Um, I've done that several times, but right now I'm sorta slowing down because I don't, my mom reads a lot too. And she has, she went to a garage sale and brought home a great big box of books, so I've been reading out of those, and um, you know, it's just

(Goes on so it sounds like it could be fifteen, twenty books a month sometimes)

Yah, it could be, but like right now, I'm not really reading a whole lot because, of school, I do more homework now

#8 (Okay, now number eight asks what kind of influences on you in school)

(eight, family influence, um, refers, you just mentioned that your mom reads a lot too. Now we've found that when the parents read a lot, most of the time, the kids will tend to read a lot too. Any other ways in which people in your family have influenced you?)

Um, more now because most of my school, I do, most of the stuff I do on my own. The only influence I've had is, besure to be there and that's about it. And then to get good grades, they didn't help me on my homework.

#9 (T we're looking at number nine, any kind of special opportunities that you've had. Now this might be travel, you've already mentioned that you've had a job)

Uh huh

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(it might mean a grandmother, or whatever)

Yah. Well, I didn't; my parents don't travel that much. They haven't been going anywhere and, um, recently, I've, went to Chicago, and I've gone to see my girl friend who lives in Dennison, Iowa. And, I'm planning to go to California this summer too, which would never have come up, so I'm going to be going out there. I'm starting to get travelling opportunities and stuff like that, since I no longer live at home. And it's, it seems to me, when I'm at home I don't want to do anything and when I'm on my own, like when I was at home I didn't do any of my school work hardly, but now that I'm on my own, I sorta want,

(Yah, you're kind of feeling the independence)

Yah, you feel more like, oh, well, I'm on my own now. I'm the one that has to get my grades up, nobody else can. So, I study hard for everything now, and,

(Isn't that nice, that's wonderful

before I just didn't care, you know, watched tv all the time, there wasn't anything else for me to do. When you start having to babysit all my little brothers and sisters and everything like that

(Now, I don't mean to pry, but are you living alone, are you living with a fella, are you living with a girl,)

I'm living with a guy, we're going to get married pretty soon. So,

(Okay, well that makes a lot of difference in a person's life. Suddenly you are aware that you are responsible for yourself and it's your own life that you're figuring out. How about number ten, motivation, what makes you want to do things?)

Oh, I'm, curiosity

(That's interesting, yah)

It's just, I want to try everything, like I've, like I was just talking to my boyfriend about it, we were talking about it, and we went to Chicago and I wanted to ride on the trolley train, because you know, I go, when I have kids I want to tell em, I was on the trolley train. Cause see, I've been on every kind of transportation there is except for train, a bus, and a trolley train, so I'm willing to do it and stuff like that. We didn't have time to do it. So we're going to go back later on this summer when my girl friend comes up. We're going to go up there for a few days, and then he said I could ride a trolley train. I'm curious about what it's like

(Probably interest would then be a strong motivator for you. How bout someone pressuring you, is that a good motivator for you? Some people operate better under pressure than others.)

Oh, it depends on what I'm pressured at. Like if I'm pressured on my job, of course, I'll do it. But if I'm like pressured to do something stupid or little like I, you know, or somebody pressures me for no reason at all, for something that they could do but they





just want me to do for em, I just sorta, I mostly do things on my own

(Okay, how bout number eleven. If you could change school in any way that you could, how might you do it?)

Hm. I wouldn't want to change schools. I don't know why. I mean like, Kennedy was

(NO, I don't mean like go to a different school)

You mean change school

(if you were principal, and somebody said now make any changes that you think would be valuable to the school, or to the kids.)

Oh wow. Well first of all, one of the things I'd change would be for teachers to have more time for students. And, um, to have more free activities, not like the games and stuff to be free, but more activities that students can participate in because, everybody isn't based around music and theatre and band and things like that, you know so more, you know, activities for

(More diversity

Yah

(More different activities)

More large spread things. Like there could be an activity with like, math activity, or something like that

(Are there things like math clubs and language clubs and that sort of thing?)

Yah, see they've got the Spanish club and French club and stuff like that here, you know, have other clubs too you know but like

(Okay, any other kinds of changes?)

Hm, I don't know

(How bout number twelve asks about your values, if somebody came from a different world all together and said, Teri, what are your values,)

Well, one thing I value of course is my school and my job and everything I do I value cause I want to get everything out of what I can. Cause you may only do it once, so I you know, are you talking like furniture, or something like that?

(Not nec--no.)

One thing I value, is I like to write a lot and I write down my personal feelings and stuff like this. And I value that the most. And one time, my parents got a hold, my mother read it, and there

were things in there that aren't for her to read, it's mainly things isn't for her to read,. but she read it and just went Ka-poooy, so this is just in the last two months too, so I haven't been writing down anything I value anymore. Cause

(Which is unfortunate)

it isn't so personal anymore

(because it's a wonderful thing, to feel that you can put into writing, something that's closest to you. Have you read any of the books of George Sand?)

I've heard of him, but

(You ought to think about it. It's a woman, she was the greatest French writer of the nineteenth century, and I think it would mean something to you. Since you do like to write, to give yourself the opportunity of reading what this woman novelist, who was the most prolific writer, and really is acknowledge by men to be one one of the greatest of the nineteenth century. Because you see you're not, you're not that different, but you have to cultivate what you are. You're different in that you're unique because you're you

Yah

#13 (But that uniqueness has to be developed and stimulated, so you might think about that. How bout number thirteen, do you consider yourself to be a person who expresses perserverence?)

Hm, per--

(Can you stick to things well?)

Oh, I can stick with things well. You could take here at school. I'm on my own and I'm independent and I could skip school if I wanted to, and just make up a bunch of lies, but you know, I'm, I come here and stuff like that, so

(So school generally you've stayed with)

And my job too

#14 (Okay, fine. Have there been strong influences on you from other students your own age, other kids your own age?)

Um,

(Like does your boyfriend influence you to make decisions, or are you fairly independent in the way you make decisions?)

Well, no, I, like um, sometimes I don't do things right you know and I feel that if somebody, well I have to say I do get influenced once in a while, but usually I can do things on my own. Like I know when I have to do something and I know it's better to do it now than to lay it off and stuff like that. But sometimes it's better to have somebody influence you, help you along.





#15 (Okay, now number fifteen says, what are your career plans? And, you've already indicated that you're not going to go to college right away,)

No

(what do you think you will do? You said that you were)

I know what I'm going to do

(What do you want to do?)

Well, see the thing, I am going to go to college, but it's only at Kirkwood. I'm going to go there for a full year and be a legal secretary, try to get into that background. But that's what I'm going to plan to do, and have children. But, right now I'm working on to earn up some money so that I'll be able to go to college and

#16 (Okay, now how many of you were there at home when you were at home?)

Seven.

(Okay, and you left, two months ago?)

Oh, it was about the end of November. Yah, it was just before Thanksgiving. About a week before

(Okay, and is that your mother, and I'm talking about the seven who were at home, mother and father,)

Right, and then five children. That's including me.

(children. Okay, tell me about, how many brothers you have)

Two

(And how old are they?)

One's fifteen and the other one's nine

(Okay, and how many sisters?)

Two

(And how old are they?)

Um, one is thirteen and the other one is eleven. We're all two years apart.

#16 (So you're the oldest of this crew)

Right

#17 (Okay. Number seventeen, what qualities do you express which you think have been valuable to you in school?)

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T.C.

By us, you mean like my classes and stuff like that?

(Yah)

Well, of course, my acting. And my typing and my shorthand, secretarial background things. I should say things like that.
(Okay, now qualities would be things like uh, oh, honesty, perseverence, integrity)

Oh, I try to be all those things. Because I don't like to feel like a deadbeat, or anything like that . I like to get around and do things and meet people and communicate with them and understand em and, get out with them, and things like that

(Okay so I could put down honesty, I'll put down honest, lively friendly, outgoing, all those things?)

Yah

(Anything else that you can think of?)

Um, the only time I'm not honest is when I'm, I try not, I always try if somebody tells me something about a person and if they ask me that's what they said, I, you know, I can't be honest and say, you know, yes, or something like that. Because that might hurt that other person and I don't want to

(You're discriminating in your honesty, depending on whether or not it will hurt the person.)

Right. I don't want to be in between a fight or something like that.

#15 (How about number eighteen, is there anything else that might have been influential in affecting your school standing? What do you think your grade point average is right now?)

Um, well, let's see, I got a B average last year. I should say it's about there again

(Okay, now what's enabled you to be that kind of a good strong student at this point??

Well, first thing is, during junior high, I didn't care. It was just something I had, I think junior was my worst year, my worst years. I didn't, you know, it was just something you had to take and, everything was required and you really didn't have your freedom of choice as you do now, as you do here in high school. Sure there's required courses but there's so many different, like you have to have four year social studies, but there's different courses you can take besides just a certain class. And that's what I like, that's what , as soon as I came to high school I realized, well hey, I got to do a lot of things I've always wanted to do, so uh, that's really what started, that's why school started to get

(So you're, I'm going to put over here in your list of qualities, independant also, cause the fact that you've appreciated that independence and that you, you've gone out and beginning to establish a hour of your own and think about the kinds of things



T.C.

that will be significant in your life, would say to me, that here is a seventeen year old that's pretty independent. Okay?)

Yah

(Thank you)

You're

E.C.

(just check and see how the sound comes through, you were telling)

I remember Kindergarten, but first grade

(What do you remember about Kindergarten?)

I remember, I was a brat. I used to pull the guys' hair and I'd threw my blocks at em, and

(Charming)

Well, I liked this one guy, and he didn't like me, so the only way I got his attention was to attack him all the time.

(On with number one then. This is , we're at Kennedy.)

Right

#1 (and it's the seventh of January, 1976. K , now what do you remember about first grade?)

I just remember I had Mrs. . I had

(Mrs. Mc, was it Miss)

Mrs.

(Mrs. , and she was at Hiawatha, if I remember correctly, is that right?)

Yes. That's where I was

#2 (Okay. Very good. How bout number two, how did you feel about grade school generally?)

I don't know! It was worse than it is here. Here you got more freedom, you can do what you want. There you had to sit down and study. The teachers were pretty good though. I liked that. I liked my sixth grade the best.

(Why?)

Um, it was a woman, Mrs. , she was like a mother to me.

(Oh isn't that great? That's wonderful. What did, did she have a special interest, subject that she taught specially well, or)

Um, it was math.

(Uh huh. Groeby? G-r-o-o-b-y?)

G-r-u-b-e.

#3 (Oh. Okay. Great. How bout any other kinds of things that you remember about grade school? Things that happened to you?)

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K.C.

No. Nothing. Oh, I was steady for the first time in fifth grade.' I don't remember anything else.

(That's big. Do you know where that boy is now?)

Yup, he goes with a senior here.

(I'll be darned! Any other kinds of things that happened in grade school?)

I remember having, I didn't go to third grade at all. I kept gettin I felt like I was sick every day, I didn't wanna go.

(I wonder why.)

I don't know. I didn't like that class. I had Mrs. I remember the teacher, I just don't remember any of my classmates.

(Uh huh. What did she, do you remember anything about her at all, that you didn't like her?)

I was startin out writing left hand and she wanted me to change to right, and I didn't like that. I wanted to do it my way. So every day I'd get up, "I don't feel good mom."

(That's kind of interesting. How do you write now?)

Right-handed

(Right hand? I'll be darned. Hm.)

She switched me.

(Was it that teacher, you think, that did it?)

I think, well she kept at you though, like, you'd have to go up to the board and write. When you started left-handed, she'd change it to your right, so

(Uh huh. Now, are you fairly ambidextrous now?)

What do you mean?

(Can you use both hands equally?)

Not really well with my left, but I can use it, if this gets injured.

#4 (Huh. That's very interesting. How bout high school?)

High school's great. I really enjoy it. Um, classes are hard but they're easy enough to get by, you don't have to really stretch yourself. And the kids are great. Everyone likes everyone, they don't care, big, small, white, purple whatever, it's great.

(That's what everybody seems to say that comes in here, that's terrific!)

It's nice.



K.C.

#5a (What subjects do you like particularly?)

Science, and I enjoy going over to pre-school everyday. I like cooking, food.

(Are there any)

Ceramics

#5a (Ceramics, uh huh. Are there that you don't like? Subjects you don't like?)

Math, very hard. For me anyway. And social studies, I can't get the dates and stuff, that's hard. Most of em I like though.

#5 (Okay, how about number five, things you like to do, on your own, when you have free choice. Interests and hobbies?)

Oh, I like to horseback ride. I love that, horses are my favorite. And, playing with the dog. He's

(Do you have your own horse?)

No. I go out to Coral Belt, around there. I like to collect old records, from way back when to nowdays. I like to dance. I just like to have a good time, I don't know.

#6 (Do you like to read? Number six.)

No. Not at all.

#7 (Okay. And uh, have you read anything lately?)

Helter Skelter

(What's that about?)

Um, Manson murders. The slaughter he did at the Tate house.

(Do you think Doris Day's son really did have anything to do with it?)

I don't think so.

#8 (Okay. How about number eight, has there been anyone in your family that has influenced you especially?)

No, not really. My parents don't believe in doin that. If um, if you're gonna be a black sheep of the family, that's what you're gonna be. They don't influence you either way. They just of kind of try to guide ya

#9 (How bout special opportunities that you've had? Number nine)

Hm. Opportunities. I don't know. I can't think of any off-hand.

(Okay, how bout, do you travel, does your family travel?)

K.C.

We went to Florida and Kentucky and California.

(Have you had any, like a grandmother who's helped you in any way, or

Oh yah, my dad's mother's a teacher, used to be and then she retired.

(Does she live in this area?)

Yah, she lives on C Avenue

(Where did she teach?)

Um, up in Aurora.

(Okay, anything else that might come up in the heading of special opportunity? That might mean a job, do you have a job?)

Yah, I work at IV

(Everybody works at High V. A checker?)

Yah

(Uh huh. Well, that's an opportunity. I mean if you don't have one, it's an opportunity.)

I guess

#10 (Okay, how about number ten, what makes you do things? What motivates you?)

I guess just the interest in the stuff, and if something looks fine I'll go ahead and try it. And of course if the gangs' doin it, you know

#11 (And number eleven, if you could change school, how would you?)

I was lookin at that one. Um, how would I? I don't think I'd change anything about high school. The stuff, when they send out, that let you know if you've been cuttin class and stuff, that's good. But uh, let's see, elementary. I think I'd, I'd like to do something about the kids. Cuttin other kids down cause everyone's equal and elementary, people are usually put in their place, and they became known as that's what you get up here, and that's not good. So I'd try to work with kids there.

(Would you do that through a, do you think through counselors, or)

I don't

(or older kids working with younger kids or how would you do that?)

I think I'd have kids of their own age, and in a group, and if they have feelings about another kid, go ahead and say it. But why do they feel this, towards that child? Counselors, I don't know. I've, I'm not against them, it's just that, they sit and listen but, they hear the same thing over and over and answer the same thing, but it's not always the same thing for a different child.



K.C.

(Amen!)

So --

(So if you, you might enjoy seeing some books by a fellow by the name of Glasser. Because he talks about these kinds of things, and opening up discussions with kids and getting them to talk about things in such a way that they really solve their own problems rather than having somebody come in and try and solve them for them.)

They need it.

#12 (Yah. How bout values?)

Um, values

(If you were going to talk to anybody from a different world about what meant the most to you here, what might you tell about?)

My family. And uh, my friends, and the opportunity that I've got to go to school. To graduate. That I didn't have to. And the teachers that gave me the education.

(Great. Anything else that you think of as values?)

You should put my employer down there. For giving me the job.

#13 (Okay, how bout number thirteen. Do you, can you stick withthings pretty well, when you've started them?)

I can't put anything down

(That's)

If I start a card game, there's no way I'm going to quit without finishing. No, I have to finish it first.

#14 (How you've already said, in number fourteen, that peer influences are important to you.)

Yah

(If the gang does it, you do it. Tell me a little about how they've influenced you.)

Well, I never used to wear jeans, they got me to wear these. Um, to get, I used to be, well I don't think anyone really, you know, especially guys, didn't like em. But if you get out more, and they've influenced me to really go out a lot, and they notice that. And if a guy notices you care enough to go out at the same time he's goin out and stuff, and go to his games, and watch him, well they've influenced me there. If you like a guy, do what he's interested in. If he's interested in baseball, go watch him, so

(Do you uh, are there sororities in high school?)

K.C.

What do you mean?

(Well there used to be, I went to a high school in Seattle for example, and there were three sorxorities, in high school, three social clubs, or anything like that. I've never heard of any)

If you consider cheerleaders a social club, I mean they don't really, they associate with cheerleaders and that's about it, and the football players. Most of the football players aren't really like that.

(We'll turn over and look at number fifteen, what are your career plans?)

I'm undecided, I wanna do something with pre-school. You know, go into that. I also want to be an interior decorator, so I'm not sure which one.

(Um. Gee Whiz! What sorts of things have you been doing that would prepare you for either one of those?)

Well, I go to preschool every day, so, and I used to do it last term too

(Is this at a preschool at uh, Whitlridge?)

Lovely Lane, right up here

(Oh, okay.)

It's really fun

(Oh, yah, I remember I saw, we saw that as we came down the hill)

Kids are great

(How about interior decorating, have you done anything to prepare yourself for that?)

Not really, I just, it sounds good to go into other peoples' house and

(Have you talked to any interior decorator in town and asked if you could help them maybe once a week, if they had any jobs that, you might think about that. We have a friend who is an interior decorator, and he has had somebody come, I don't know whether he's from Coe College or SUI or where, but they come, and work with him and they get credit for it. You might think about that.)

(Okay, now you said preschool or interior decoration. How about number sixteen, how many people do you have in your home now?)

There's five of us

(Okay. And that's mother and father, and, sister and brother, or?)

Two sisters.



K.C.

(Two sisters. So all together, do you have any brothers?)

Nope

(Zero brothers and how many sisters all together?)

There's two besides me, so it would be

(Okay, and where do you fit into those?)

Oldest

(Oldest. Okay. And number seventeen, asks what qualities that you've expressed that you think have been valuable to you in school.)

Do I express?

(Yah.)

Gee, nothing! No, uh, um,

(I'm going to put down friendliness)

Oh, thank you.

(And I would say probably openness too because I think that's what you're talking about when you're saying that you're getting to know fellas and you're getting to realize that if you're nice to them they'll be nice to you sort of thing and that's a kind of quality of a friendly open person. Now those things are obvious but what are some of the other things that you express that I might not be able to see?)

Groupness, I'm not a loner

(Okay, so I'll put down groupness and then I'll try and think of a word that stands for it)

Um, I don't know, um, I really don't, I don't express that much. I do if I don't like something, but

(You'll probably think of all, you'll probably worry around with this question now for the next two weeks, saying what do I express? Ask your friends sometime. How about number eighteen, is there anything else that you think might have influenced you as you've gone through school? What's your grade point average these days?)

I don't know. I'm between a C and a B.

(Okay. How did you get there over all these years do you think?)

It had to be the teachers, I mean, coming after school, and I hope I'm doing this right. Their time and patience. But then again there's students, you know, your friends that have helped you, with your homework and stuff.

(Anything else? Okay.)

K.F.

(At John F. Kennedy. K , what do you remember about your first grade experience?)

You mean like when I was interviewed, or just in first grade?

(No, like who was your first grade teacher?)

Miss . I don't know how to spell that.

(I do. And that was at what school?)

Kenwood

#1 (Kenmore, right? Oh, Kenwood. Okay, and what, how did you feel about that first grade?)

It was okay

#2 (Do you remember about anything grade school, what was your general impression of grade school, you liked it, you didn't like it,)

Oh, it was work

#3 (Work. Tell me anything you can remember about grade school. Not just first grade, but your whole grade school experience.)

I remember the first grade teacher always used to get mad at me, if she got mad at me she'd take me and shake me all sorts of ways

(How this was first grade?)

Yah. First grade.

(Miss . Did she really?)

Yah.

(I'll be darned!)

Shake me silly sometimes. I remember, after school, fifth and sixth grade, we'd have a dodge ball, it was a lot of fun. Let's see Oh, the lunch lines. When you were done with lunch, they wouldn't let go til you'd taken a bite of everything and you were all quiet, and. Mrs. would pound on the table to get us to be quiet.

(How bout things you did in classes? Do you remember any things you did in classes?)

Uh, not really. We always used to have spelling tests, that's about it.

#4 (Now that you're an eleventh grader, what kinds of things do you like best about high school?)

Um, let's see. There's a lot more mobility, stuff like that.

(Do you like high school?)

M.F.

Yah. Kinda. It's okay.

(And how bout the subjects that you prefer?)

Oh, sciences, and social studies.

#4 (And which ones don't you like?)

Oh, I only like the elective ones like auto, and wood, those kinds of classes, cause

(How do you have to take something like that?)

No.

(So what other kinds of electives can you take?)

Typing, business, accounting, stuff like that.

(And which ones have you chosen?)

I've taken some of the other ones, I've taken some typing, some auto, a little wood, I'm gonna take some accouting next year.

#5 (Okay, great. How about things that you like to do, interests and hobbies?)

I like to ski.

(Oh, great. Where do you go skiing?)

Where ever I can.

(What else do you like to do?)

Oh, I did some things sometimes, not much. I like to listen to the radio.

#6 (And, do you like to read?)

Sometimes. If I find a good book.

#7 (What good book have you found lately?)

Oh, I found a fiction series, something about the planets or Mars or something

(Um. Sounds lovely. And number eight, who in your family has influenced you in terms of school? Has there anybody, even anyone who has been a kind of model for you?)

Model?

(Yah. You know, you've kind of looked up to them and patterned your life after something they've suggested or done)

Uh, I don't know.



M.F.

(I had an older brother for example, and he was sort of a)

I have a bunch of sisters

(Oh, I see, you're)

So that's kind of hard.
(You'N if, huh?)

#8 (So there are three in your home?)

#9 I always get a lot of criticism a lot.

(Who do you get that most from?)

Mom.

(And, why does she criticize?) before tests,

Oh, I don't know. I guess she doesn't think I'm doing the best I can. Thinks I can always do better. Sometimes the night before tests, she tells me to study and everything, and if I don't do so well, she goes "Well, couldn't you have studied more than you did?

#9 (And you got tired of that. How bout number nine Mike, have you had any special kinds of opportunities?)

Not really

(Travel, or)

Oh. Well like we go to Colorado once in a while and go skiing, I have with this other family

(Is that a friend of yours?

Yah. We usually go on vacations somewhere, we do a lot of travelling in the summer.

(Have there been any other kinds of opportunities where to work?)

I've got a job.

(And where do you work?)

In a grocery store.

(How long have you done that?)

Six months September.

(About how many hours do you work a week?)

Oh, maybe fifteen. That's about as many as I'd like really

M.P.

(How is that something you can carry pretty easily, in addition to school?)

Uh huh.

(That's great.)

Once in a while it gets hairy, when you have a test like and you have to work the night before, but otherwise

(Otherwise you can, float along, as they say. How about number ten there, in terms of motivation, do you do things best if somebody #10 praises you, or if they punish you, or do you have a kind of a built-in urge to do things?)

Well, if someone says I do something good, I'm always glad they think that.

(Uh huh.)

And then I do do it good.

(Would you say that praise is more effective with you than punishment?)

Probably. It depends on how severe the punishment is really.

(Do you think your mom knows that?)

Not really.

(Have you ever told her that?)

No.

(I wonder if you could. Cause I know I watch this in so many families. Uh, that many parents who are very liberal with praise and very open in the way they encourage kids to do things, really get better results out of the kids than if they aren't. You know. #11 You might think about that, think about how you can talk to her sometime. Uh, K[illegible], if there was anything you could do about school, number eleven, how would you change it?

Oh, it's okay, but, I don't like the Attendance policy, but that I skip that much anyway, but

(How that's the one for next year, or is that in force this year?)

The one we have right now.

(Oh, what's the policy this year?)

You miss eight days you flunk the course.

(Eight days?)



M.P.

Eight absences. And there's no excused absence.

(Equals a flunk.)

You don't get
They give you credit, but, if you're none, if you're more than five minutes late for a class, it's counted as an absence.

(Have you flunked any yet?)

No.

(Congratulations. What are some of your values, number twelve. Now, that could be friends, family, church, um, independence, #12 loyalty, freedom,)

I value my grades. You wouldn't think so.

(Well that's all right. What's your grade point average now?)

About 2.9 or 3. About a B average.

(What else do you value?)

Uh, oh, keeping in shape. I don't wanna get fat cause if I get fat I won't be able to get, I like going to church, stuff like that.

(Uh huh. Now bout number thirteen, do you consider yourself to be #13 a person who expresses considerable perseverance? Do you stay with some jobs a long time?)

Yah, I think so.

(Which ones do you stay with best?)

You mean jobs?

(Uh huh. Well, I don't mean a job like a work job, but I mean any kind of a task that you might be asked to do.)

Well like I work at my grandma's during the summer sometimes. Like uh, pulling weeds

(Where does she live?)

Oh, um, just on east Waterloo. And uh, pull weeds in a [illegible], that takes up a lot of time, it's monotonous.

#14 (It certainly does. How bout peer influences. Have there been friends that have influenced you?)

Oh, their ideas on things

(Their what?)

Their ideas on certain things.

M.F.

#15 (And number fifteen, do you plan to go on to college?)

Yah. Sooner or later.

(And, what area would you like to major in?)

I think business.

(We've got a good business administration school at Indiana.)

One in Iowa too I think.

#17 (That's true. Um, numbef seventeen is another kind of a toughie, but what qualities do you express that you think have been valuable to you in school?)

That I express?

(Uh huh)

What do you me--

#17 (Which of those qualities do you think have been valuable to you in school?)

Most all of em. Perseverance

(The what?)

Perseverance

(Perseverance, okay.)

Staying with something for a while, don't give up.

(How bout in relations with others? What kind of a person, what kind of interactions do you have with other people?)

You mean reactions?

(Yah)

I can get along with most anybody, as long as they don't, they don't grab all the time.

(Do you consider yourself a curious person?)

Not really. I guess in some ways, people from IU are curious about other things.

(I was just thinking, in social studies and science, in science for example, you're always kind of looking for answers. And so there's a bit of a searching mind. Do you think of yourself as having a searching mind?)

Not to a great extent really. A little.



M.F.

(Okay. It's probably still developing. Are you conscious of anything else that you think might have influenced what you've done in school?) #18

Um, teachers. The way they act towards the kids.

#18 (And do you remember any that have stood out to you in the way they've done things?)

Hrs.

(That's perhaps a very negative way to stand out in someone's mind. Are there other teachers that have done things that you've liked?)

Oh, I had one, like Mr. Miller, I think he's pretty good I manage arts teacher.

(What does he do that you like?)

Oh, he knows what he's talking about. Like there's a science teacher here that doesn't know a head from a hole in the ground.

(So Mr. Miller, you would say, would have command of his content area.)

Um:

(Uh huh. What kind of assignments does he give?)

Like writing, like how to write papers and thesis and stuff like that. Stuff that's useful.

B.F.

#1 D what's your memory of your first grade experience? Which school did you go to?)

Uh, Taylor school.

(Okay, and do you remember which teacher you had?)

Mrs. [illegible]

(I remember her well)

She was pretty nice

(DO you remember [illegible])

Huh

(Cause you two were together in the same class and you've been together now all the way through school)

Uh huh

(#1 cont.) (That's amazing. Uh, how did you feel about grade school? Do you remember anything about your first grade experience? Number one, we're still on that)

#1 Yah, learning to read, or something like that, vocabulary and stuff like that.

(Can you tell me any more about that? That's a lot, but)

I liked it. Mrs. [illegible] worksheets and stuff like that, and I liked doing the worksheets.

#2 (Okay, great. How bout number two, how did you feel about grade school generally?)

I liked it

(Okay)

I liked the work

#3 (And number three, what do you remember about it?)

I remember mostly the teachers, the work I did and stuff like that.

(Okay, can you tell me any of those things that you remember?)

I remember, I got along pretty good with the teachers and I liked em and stuff.

(Okay, and were there any important things that happened? I'm still on number three.)

I had my appendix out

(What grade was that?)

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D.F.

Fifth grade I think. I had a appendicitis attack in school

(That must have been kind of hairy experience. How long were you out for that?)

I think, a week or so. About a week

(Anything else important? That's important, but any other kinds of things that happened to you? In grade school?)

Oh, I don't, I probably would if I thought a long time

#4 (Well, let's go on to number four, how have you felt about high school?

I like it. At first it seemed like it was kind of, it didn't seem like it was going to go very fast, then all of a sudden, it's getting closer to the end

(You don't have very much time left, do you?)

Nope

#5a (Which subjects have you preferred?)

Oh, shop classes, stuff like that. I like math

#5b ( And, which subjects have you liked least?)

I think language,

(Okay, can you tell me a little bit about why)

I don't know. I didn't like the reading part of it, I guess. And the, some of it I liked and there was other parts I didn't like

(Okay. If I were going to talk about the teachers about teaching reading, what do you think I should tell them about that?)

I think that they should know, see how the person likes, you know, the students, what they like about it and stuff and see what they don't like, so they could, pick out, you know, what they should teach

(So you'd suggest that a teacher find out what a student's interests are)

yah

(and then work from those.)

Yah

#5 (You'll be glad to know I do that pretty much. That's what I tell em! How bout number five, what are your interests and hobbies?)

I like to work on cars, I like cars. Um, I like to ride my motorcycle, I like to drive, stuff like that.



D.F.

(Have you ever thought about racing----cars?)

Yah. I've thought about it. I don't think I'd make it.

(A lot of competition.)

Yah

(Have you ever been down to Indianapolis for the races?)

No. I'd like to go down there sometime. I've heard a lot about it.

(I have not been, even though we just live about fifty miles from there but I understand it's pretty exciting. Have you ever watched them on)

Yah.

#6 (How bout number six, you indicated that language as a subject was not very interesting to you, but you also said that you liked cars a lot, do you read about cars?)

Yah, some. I like the, I like to read, but I gotta like it, I don't like to read something that's shoved onto me

(Okay, so, do enjoy reading, but it has to be something that you're really interested in reading.)

Uh huh

#7 (What have you read lately?)

Just books for classes and stuff like that I guess

(Do you remember any of the titles?)

Uh, I think it was Charles Dickens or something like that, some of his stuff.

(That can be pretty detailed)

Uh huh

(We read a story by him not too long ago, called the Mystery of--something or other Druid, and we enjoyed it, but I think of myself reading that several years ago and I'm not sure what it meant to me then)

Yah

(Now I enjoyed it now, so there may be some of these things, you know that may not mean too much to you now, but later on, you may enjoy some of them. D-- , have there been, number eight, have there been family influences on you in school?)

#8 Like what, my parents?

D.F.

(It might be, ya, it might be a parent or an older brother or sister or aunt, uncle, grandmother)

Oh, I don't think so, I just, try to do my best. Get classes that I like, stuff like that so I could do the best I could in them

#9 (Good. How bout number nine, have you had special opportunities?)

There were a couple of classes they let us take out of school, like automotive and I was in, uh, it was, let's see what was it, a boy scout thing, I think. It was uh, I forgot what it was, but anyway, we went a couple nights, once a week, once every two weeks and worked on cars and stuff like that. I did that last year, did some body work on my car. I enjoyed that.

(Does your family travel, or take vacations, or camping or anything like that?)

Yah, we have a cabin up in Minnesota, we go up there about every weekend. I like that a lot. I like to waterski

(#5) (Great. I'm going to put that back up under number five.

Yah, I was just going to say

#10 (Waterskiing. Okay, how bout number ten, what makes you do things? What motivates you to do things?)

Nothing. Well, if it's something I like to do, I like to get into it you know, and see what it's about

(Okay so interest would be an important motivator for you. Has your family exerted pressure on you to do certain things?)

No, they've been pretty good in just letting me do what I want, mostly

#11 (Okay, number eleven, if you could change school, what would you change?)

I think the variety of classes

(How would you change that?)

I'd see what the students like, I think I'd have more of what they like you know, and at the present time, what the kids in that grade like,

(What sorts of things do you think might show up, as needing to have more classes?)

Well, there are some industrial arts classes that a lot of kids would like to take, but they don't have a chance to get into them. There's classes like auto mechanics, like you gotta take one, two, and three. And you can't take, like engine rebuilding unless you have all those required



D.F.

(I see. And engine rebuilding would be something you'd be very interested in)

Yah

(and probably be very good at because you've done a lot of it but you might not want to take the three other courses)

Right

#12 (How bout number uh, twelve, if you were talking to somebody from another world, about things that were important to you in this world, what might you say? What are some of your values?)

I think, probably, a good education, and a good job, and uh, be happy I spose.

(Any others?)

Uh, not that I can think of

#13 (Okay. Number thirteen, do you consider yourself who can stick to things pretty well?)

Yah, if it's something I like, you know, I can really stick to it. Sometimes I lost interest and stuff

(Yah, okay, so if you like it. If you're interested in it, you're good at it. Have there been strong peer influences in your life? #14- Have people about the same age as you are influenced you?)

Yah, I think so, in some way or another

(Can you tell me about that?)

Well, it goes back to, if they like to, if you're interested in something and you're good at it, you might as well stick to it. I don't like to, I'll try things you know, but if I'm not good at it I'll

(How how have your friends influenced you?)

Well, like in basketball, I went out for basketball once, then I went out for track twice. Stuff like that. I had friends in that. If you're good at it, and you said you're capable of

#15 (Okay, good. Number fifteen asks what you plan to do, what your career plans are.)

I've been thinking about that and somebody asks you what you're planning to do when you're out of school and stuff. I've been working for helping my dad, he owns a garage, runs a garage, I'm thinking of working for him for a while, maybe move up to a bigger garage something like that, cause, I don't think about it much but that's what I do and enjoy, you know, It'd be kind of hard for me to, I've been around it all my life, it'd be kind of hard for me to get away from it I guess

D.F.

(But it's such a wonderful thing to do something that you enjoy, that you feel comfortable in, and feel you can do well in. That's just great. How bout number sixteen, how many adults are living in your home?)

Uh

(I don't mean adults. How many people are living in your home?)

Oh, people?

(Yah.)

Oh. Right now four. Four people

(Okay and that's your mother)

Dad

(father,)

One brother

(Okay, now how many brothers do you have all together?)

Let's see. One, two, three, four, four brothers

(Okay. How many sisters?)

I have a mixed family

(Do you have a mixed marriage adding to it?)

Yah, I have half sisters, and half brothers and, I have four sisters.

(Okay. When did your current parents marry?)

Uh, about eighteen years ago.

(Oh, okay. But even so they brought children from previous marriages and it's been all of you together ever since. Okay, where do you fit, about the youngest, oldest, middle)

I'm the, oldest

(Oldest. That gives you kind of special responsibilities, doesn't it?)

Yah

(Which leads me to number seventeen. Do you express a degree of responsibility?)

Yah, pretty much

(Are there other qualities which you think have been valuable to you in school?)



D.F.

Yah, like, I don't think, you know, everyday, you don't think you learn anything you know, but after a while you think back and realize that you really have

(So kind of a steady growth in learning)

Uh huh

(How bout any other qualities?)

Well, being around people and stuff like that, get to know or

(So, you're a friendly person. Now, what's your grade point average right now, do you think?)

I think a high C or

(Okay)

a high C or so.

(And, what do you think, I'm on number eighteen, what do you think might have been influential in affecting your school standing?)

Well, I spose my attitude toward, you know, like language and stuff and stuff like that. It's mostly the classes you really have to get at in order to get a good grade. I've always, well Like, went to other stuff, industrial arts and stuff like that.

(Well D , uh, like if they had had, if you had, for example in ninth grade, if you had had the choice of going to a trade school and being able to really concentrate on uh, industrial arts, mechanical arts, would you have chosen to do that do you think?)

Yah, I think so.

(Because you know sometimes I wonder if we oughtn't to offer kids more opportunities, for really making some of those choices. Even earlier. Cause it seems to me you probably, I would probably feel proud to be able to come to you and have you do a good job on fixing my car)

Uh huh

(and it would seem to me that they ought to offer kids the opportunity of becoming very good in these areas that they enjoy.)

Be able to walk right in

(Yah, right. Well I appreciate)

D.O.

#1 (you remember about first grade)

Well, the kids mostly, and, I don't remember too many of the assignments we had or anything like that.

(Do you remember who your teachers was?)

Mrs. I think

(And do you remember which school that was?)

Van Buren.

(Okay. And some how you've managed to get all the way to high school, congratulations.)

I don't know how I did it!

#2 (How did you feel about grade school generally?)

I liked it.

(And does anything stand out to you, of the things you did?
#3 All the way through grade school, things teachers did with you, or)

Well no, not really.

(Do you remember any teachers you liked especially?)

I liked Mrs. , I had her for third or fourth grade I think,

(Was this at Van Buren?)

Yah.

(Why did you like her?)

I don't know, she seemed nice, was always kind of a nice person to get along with.

#4 (And how have you felt about high school, oh was there anybody else in grade school that you liked especially?)

I had, Mr. was my fifth grade teacher, I really liked him. We got along real well.

(Okay. And how have you felt about high school? And I should tell you all of your answers will remain anonomous.)

Oh. It's a beautiful experience, I love it, and if I had it to do over again, I wouldn't change it.

#4a (That's great. What subjects do you like best?)



D.O.

I love math and science, even though I don't get very good grades in them, I love em anyway.

#4b (Isn't that fun. That's just great. What do you like least?)

Nothing really, but if there was anything, it would probably be, I can't think of anything, probably history, but

#5 (Even that's not too bad, huh? That's terrific. How bout uh, things you like to do, hobbies, interests)

I think my best interest would be a volunteer at the hospital.

(Hm. How'd you get started at that?)

Oh, I heard about it when I was in junior high, it got around the school,

(You've been doing it ever since?)

Yah.

(That's great, what do you do?)

Oh, work on the floors with the patients and stuff.

(Oh isn't that great, do you want to be a nurse?)

Yup.

#15 (Well that's one of my questions over here so I'll just put that down, nursing. Where do you think you'll go to school for that?)

Probably Coe and St. Luke's

(Okay, we've got the college part, and St. Lukes. Okay, and how bout, is there anything else that you like to do?)

I play a guitar

(Hm. Great)

I love sports too. I don't get a chance to get out and do anything

(Oh, isn't that nice? Which ones specially?)

Swimming

(I wonder, have you just been swimming?)

Yah, my hair's all kind of--clean, nice and

#6 (Okay, how bout reading. Do you enjoy reading?)

Yah, pretty much so.

#7 (What have you just, read anything recently that you)

D.O.

Well I read a book about a horse

(What was the name?)

I don't even remember

(Misty of Chincoteague?)

No, not yet

#7 (That's a good horse book. How bout who's made the most difference in your life in your family, that's number eight. Uh, somebody who's been kind of a model for you?)

Nobody really, but my dad seems to think that's the most important thing is school.

(Hm. What's your dad do?)

He's a sheet metal mechanic.

(I hope to talk to your mom or dad sometime, is there a better time than others to talk to them?)

Um, I guess the best time would probably be about five-thirty.

#9 (If I can manage it, I will. Um, number nine, any kinds of special opportunities that you've had? Now this might mean, travel or work, of course the work at the hospital. That's certainly been a very)

Well, T & I

(Yah. What's T & I)

Trade and Turbon Industry

(What's that?)

Oh, they get kids that are interested in different areas,

(Who sponsors it?)

Oh

(Is it the school?)

Mr. Yower

(Is someone here in school?)

Yah

(And they match up kids who are interested in doing things with what they're interested in doing?)

Yah.



D.O.

(That's great. So he'd be running around, contacting employers and finding things that they need to have kids do

Yah, uh huh

#9 (and then he finds kids here that are, that's very nice. Any other kinds of special things that, have you gone on trips, do you have lots of books)

For school?

(Uh huh. Oh, at home)

Well at home, we've travelled a lot.

(Where do you travel to?)

Let's see, most recent place, we went to Arizona, down to the Grand Canyon and Albuquerque, and Calisbad Cavern

(Beautiful. Do you go just about every year?)

Just about.

#10 (And how about number ten, in terms of motivation. Why do you do things? Cause someone else pushes you, cause you've got an air of drive, you're gonna get paid for it)

Interest, I'm interested in it.

#11 (Okay, and number eleven, if you could change school, how would you change it?)

I don't think I would, I like it the way it is.

#12 (Just the way it is, okay. Number twelve, some of your values. This might be things like family, friendship, trust, God-country, Scouts)

The thing I value the most would be my friends.

(Uh huh, okay

friendship

#13 (and number thirteen, do you consider yourself a person who expresses considerable perseverance, stick to things pretty well?)

Yah

(And in what areas do you seem to do that best?)

My volunteer work at the hospital.

#14 (Okay, now that's significant. Okay, now have there been strong peer influences in your life?)

D.G.

A little bit, yah, moderately, not a whole lot.

(D. - how are your grades these days?)

Oh, it varies. It depends on how I feel most of the time really. I try to, I think I should be doing a lot better in my grades, but

(Well, just get busy and do it now. Are you, would you say about a B average?)

Between a B and a C

#16 (Okay, C to B average. And, that's not bad. How many people are in your home?)

Five

(And who are they?)

My father, my dad, me and my two brothers.

( And how many brothers do you have all together?)

Two

(Two, and any sisters?)

No.

#17 (Okay, and are you older, younger, or in the middle.)

I'm the oldest.

#17 (What qualities do you express that you think have been valuable to you in school?)

Um, oh well, I can't think of anything. Let's see

(Well, let's see, you were talking about your school subjects, and you said that you feel high school's really been kind of a beautiful experience and really wouldn't change it a whole lot, now to me that says that you're a person that's kind of open about things, that you're not really uh, you're uncritical, not in the sense, the critical sense of that, but you're a person that kind of lets life come to you, and you do something with it, you're not critical of what others are doing in the sense of criticizing others. And it certainly seems to me that you're a friendly person. And I'm sure that that's a plus, it seems to me that you're probably an appreciative sort of person. All those things count up. Is there anything else that you think might
#18 have influenced your school experience?)

My friend, Vickie, she's not me going in school pretty much.

(What has she done?)



D.G.

Well she's got me more interested in it now than I used to be.

(How'd she do that?)

Oh, I don't know. I just guess being around her, it made me sit down and think, school's pretty important, it is.

(Is she older than you, or)

No, she's the same grade I am.

(Uh huh. How'd she get so interested in school?)

She always has been, I guess what I could call it, she's more like an idol, gets straight A's all the time and I try to, than just look-good.

Ph.H. P. H

Since was one of the students included in the pilot study, the information gleaned from his original interview is limited to the attached.

Personal Interview (3/25/75)

1. First grade? B , Erskine. Didn't remember anything about first grade.

2. Interests: sports — participates

3. Family: older brothers and sisters would help with math and reading.
   Total: 11 — 7 brothers, 3 sisters
   4 older — three brothers, one sister
   6 younger — 4 brothers, 2 sisters

4. Father: doctor. Mother: does not work outside home

5. Grade school memories?
   Sports; Second grade teacher: we wrote things; teacher gave candy for best writing. A great teacher.

6. Motivation: success of older brothers and sisters.
   Expects to attend college

7. Subjects enjoyed most: science; favorite, social studies; next, Spanish

8. Impressions: Handsome, Black, modest, straightforward after initial shyness

T.H.

(about first grade?)

nothin really.

(Do you remember where you went?)

Uh,

(What school you went to)

Harrison, I think it was,

(Harrison: And do you remember your teacher's name?)

Well, see I had, I was in first grade, in Harrison, one part, and then I came to Lincoln, I don't remember, I only remember Lincoln

(That was in first grade for both of those experiences. Did you have Miss ? Does that ring any bells?)

I had Mrs. , I mean, E, yah I think it's at Lincoln school

#2 (Okay. Okay, and how did you feel about grade school generally?)

It was all right.

#3 (Okay. And how bout any thing that you remember about it, about teachers, about anything that happened to you?)

Oh. You mean anything?

(Anything.)

Oh, well I was playing on the playground one day and it was, Lincoln School, you know where that's at?

(Yah)

Well, we were playing with the balls and if the ball goes across the street you're not supposed to go get it. Well, the ball went across the street and I went and got it and one of the kids went over and told that I went and got it so I got in trouble.

(I see. Playground, ball, trouble. Okay, anything, what grade were you in then?)

Second, around there I think

(Okay, oh that would be a big thing in a second grader's life, wouldn't it. Anything else that teachers did while you were going to grade school that stands out to you?)

Not really.



T.H.

#4 (Okay, how bout high school? Do you like it?)

It's all right.

(I have to tell you again that anything you say here remains confidential, so I'm not gonna blab on this.

#4a Uh, what subjects do you like best?)

Social studies, I guess.

(And, why do you like it?)

It's interesting.

(Uh huh. Okay, how bout ones that you don't like?)

Science, I ain't too crazy about

(Anything else, in the least liked category?)

That's about it.

#5 (Okay. how bout uh, interests or hobbies, anything that you do outside of school?)

Oh, collect coins, and, stamps and stuff like that

(Great. That kind of fits in with social studies, doesn't it?)

Yah, and this kid across the street, he has a metal, what do you call it, a treasure finder and we go in people's yards, lookin for things

(What is, how does a treasure finder work?)

See, they're metal

(Yah)

It picks up metal things, it sends waves, and it picks it up and it bounces back and receives it. When you go over a metal thing it,

(Hm. Is it like a magnet?)

No, not really. Some kind of coil or something inside it.

(Isn't that interesting?)

Transmit waves and it, picks it up and brings it back to the noise

(Okay, so it's to detect metal.)

Yah.

T.M.

#6 (Fascinating. Do you like to read Terry?)

Not especially.

(Not especially. What have you aread recently?)

Recently? Not really nothin

(Avoid it at all costs, huh? Okay.)

The only time I read is when I have to. Oh, sometimes I read the paper, that's different. I don't like readin books.

(Cause the paper gives you something you're gonna really)

Yah, it's got sports and stuff like that.

#8 (And who's been the most influence on you in your family?)

My dad.

(What does he do?)

Keeps me in line!

#9 (I see. And how bout any kinds of special opportunities that you've had?)

Like what?

(Oh, it could be travel, it could be uh, things that you have at home, books and record player, or lawn mower, or)

Well I've got a tv upstairs, you mean somethin like that?

(Could be. You've got your own tv?)

Yah.

(Gee whiz!)

I had to pay for it though.

(I'll be darned!)

My bike too.

(Great.)

But in a way, my dad and mom paid for it.

(How come)

Because it's only one year that he did this, he gave each one of us a hundred dollars for our birthday. So he said you could spend it any way you want, save it, or whatever you want to do with it.



T.M.

(Oh, isn't that great? How many of you are there?)

Three. Three boys, me and my two brothers.

(So you've got two others, okay. So you bought a bike. Sounds like a nice dad, even if he keeps you in line.)

He does.

(Uh, so number ten which says motivation, it sounds to me as though your dad provides a lot of motivation in your life

Yah

#10 (Would you say, that, are you motivated by what happens to you by someone else, or are you motivated from inside yourself, are you motivated by wanting to earn money, or what activates you best?)

By earning money, I'd say that.

(Okay. And if you would change school, they said to you next week, do anything you want, make any shift you want

#11 in school, what would you do?)

Get some different classes.

(What kind?)

Oh, more to prepare you for life. Like things to do with income tax and so on so forth

(You watched your family sweat over your income tax huh, and they've said, I wish somebody had prepared me for this. How bout number twelve, now this is a toughie, but

#12 what kinds of things do you value?)

People

(Okay)

Animals, we've got a dog at home

(Uh huh. A great deal of friendship.)

Yup. That's about it.

(Okay, how bout number thirteen which says do you believe

#13 yourself to be a person who expresses perseverance?)

Whatever that is,

(Do you hang in on things?)

Yah.

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T.H.

(And, what do you hang in on best? What can you work at longest?)

Probably math

(Okay)

It's all right but I wouldn't want to do it (to Nth C, Bm/4)

(Do if forever huh? How bout strong peer influence?
#14 Friends who have influenced you. Have there been some of those?)

Yah.

(Can you say how they've influenced you?)

By the way they act, I guess.

(Okay, on this other side we have one which says, what are
#15 your career plans?)

I'm goin in the Navy.

(I've got a regular Navy brother.)

Do you?

(Uh huh. He was in Naval Air Corps for twenty five years. He's been all over the world.)

My dad was in the Navy, he wants me to go in there. I wouldn't want to go in the Army or anything else, too dangerous

(Yah, my brother has enjoyed being in the Navy very much.
#16 He's been all over the world, he really has. Uh, you have a mother, a father, and two brothers )

Yup

(So that makes five of you at home. Where do you fit in that, oldest, youngest, middle)

I'm the oldest brother

#17 (Okay, and what qualities do you express which you think have been valuable to you in school?)

Kind of a toughie, huh. The way I talk I guess, I don't know. I don't under--

(So, when you're given an assignment, you do it)

Yes. That's the reason you're in school.



T.H.

(So, you're obedient, and that will be a very valuable quality, to you when you're in the Navy. Because when you're given orders in the Navy, they expect you to do them and do them immediately.)

Well, I don't understand why some of the kids go to school then if they don't want to learn.

(Okay, well this is, it's a mystery to all of us)

Skip classes and all that other stuff, Why don't they just drop? Which would be bad news,

(It would be bad news for them but it might be better for the whole school structure)

Yah, maybe.

#18 (Uh, do you think that there have been things, other kinds of things that have influenced what you've done in school? Cause you've progressed well and what we're interested in finding out is, why did you do so well?)

Probably the teachers?

(Okay, so you had some good teachers?)

Yes.

(And, what constitutes a good teacher, in your eyes?)

Can control their students and the way they teach.

(Okay, so good control and teaching style. What kind of teaching style do you respond to most? (Not positively, I should say?)

Where they have the whole class doing stuff. Like some teachers have you work by yourself, and others have you work in groups.

(And you like what?)

Working in, where you have the whole class working together.

(Okay, whole class.)

(All girls but 1 kept NOT published in. (NO TAIL.)

J.J.

Due to a technical malfunction, the student interview for JJ was not properly recorded and consequently the entire conversation could not be transcribed. Attached, however, is a copy of the student questionnaire complete with the interviewer's notes.

CR 11th grade interview Student (JJ)

Date 3/28/75

You have been selected to answer the following questions because of your special training in the first grade. Your answers will be helpful in answering the question "What are significant influences in the lives of successful readers?" Your responses will remain anonymous.

1. What is your memory of your first grade experience?
2. How did you feel about grade school generally?
3. What are your memories of your grade school experience?

   What important things happened?

   What were the circumstances?
4. How have you felt about high school?

   Subjects preferred?

   Subjects liked least?
5. Interests? Hobbies?
6. Do you enjoy reading?
7. What have you read lately?
8. Family influence on you in school? (model)
9. Special opportunities?
10. Motivation?
11. How would you change school, if you could?
12. What are some of your values?
13. Do you consider yourself to be a person who expresses considerable perseverance? In what areas?
14. Have there been strong peer influences in your life?

(1) Cleveland. Low grad; girls. Worst attitudes. Ink blots on papers.
(2) Liked. Hair. Liked, fun.
(3) grad up. Case + College. Fire that did College. Mr. Jones (Lotus, Weinstein, Mattie Ford.) Jones: acted help - would go out way to help.
(4) HS - like better than Jr. HS. Fav. teachers Less: math, -
(5) Drum band basketball Music (majorette)
(6) No
(7) The Killing of Sharon Tate
(8) Counselor - Keeping (off) brother (down) -- strength
(9) Go to Texas, Chicago, France, ...
(10) Other people
(11) Structure less, more. Structure attendance.
(12) friendship, family, pt-grad
(13)

(14) @ long friends turned sour
(A) better, not with..

15. What are your career plans? journalism
    College Mich journalism magazine/newspaper
    Other
16. Sibling structure
    a. Number of children/adults in home 3
    b. Who are they? M F
    c. Number of siblings?
       brothers? 1
       sisters?
    d. Where do you fit in the rank? younger

Other

17. What qualities do you express which you think have been valuable to you in school? language-creativity, ju key drama
18. Is there anything else which you think might have been influential in affecting your school standing? no

Interviewer comments:

Tall, tanned, blonde
Slightly crossed eyes.

M.K.

(We're at Jefferson School and this is . And he's come down in the afternoon, he's on what's called extended day, is that right?)

Yah

(Can you tell me a little about what extended day means?)

It's just like regular day, but you only go half the time

(I see. What do you do the rest of the day?)

Sit around home, try to find jobs

(I see. Do you have a job right now?)

No

#1 (Looking for one, okay. Mike, do you remember anything at all about first grade?)

N

(Do you remember where you went to school?)

I think it was either Fillmore or Harrison

(Okay. And do you remember your teacher's name, possibly?)

No

#2 (Okay, no. You'll have to say it rather than shake your head because the tape won't hear you. How bout number two, how did you feel about grade school generally?)

Uh, it was ------ learn nothin. Fun, what I remember

#3 (Okay, and number three asks what your memories of your grade school experiences were. Anything at all that you remember about grade school.)

There was a lot of fights. I was gettin in trouble, gettin sent down to the principal's.

(Oh, boy, that's sort of the thing to be into isn't it? Anything you remember about what happened to you in any grades especially? You said you were, you remembered third grade.)

I just remember certain things that happened

(Okay, what were some of those?)

Gettin in a fight with teachers,

#4 (Oh, did you? Even with the teacher huh? Okay, how bout number four, how have you felt about high school?)

It's a drag.



M.K.

(How come you chose the extended day?)

Well, in a way, it wasn't my choice.

(Oh, I see.)

I'd been in the hospital since August, and I'd just missed the first six weeks of school

(I see)

so the principal, or assistant principal talked my mom into, well asked her if it was all right with her if I went on the extended day

(Yah, so you come from 3:30 to 5:30?)

Yah

(And uh, do you have, how many classes do you have in that time?)

Oh, like today, I've only got one. Monday, I have American studies

(Uh huh)

Tuesday, language arts, Wednesday, science, Thursday, uh, we all have math. Friday, I just mostly go home cause it's like study hall and we only meet uh, two Fridays out of, I think it's six weeks.

(Okay, does that mean now that you'll, will you take then a year longer to finish high school?)

Probably

(Okay, so you will not complete this year, but you will probably complete next year?)

Yah

#4a (Okay, good. Which subjects do you prefer?)

You mean, in extended day?.

(Well, no. Of any subjects that you've had or could have in high school, which do you prefer?)

Metal shop, and language arts and American studies

#4b (Okay, and which ones do you like least?)

Science and math

#5 (Okay. And how bout your interests or hobbies, what do you like to do?)

Hunt

M.K.

(Hunt)

Swim

(Anything else, interests or hobbies?)

Uh uh

#6 (Okay, how bout number six, do you enjoy reading?)

Depends on the book

#7 (Okay, what sorts of things have you read recently?)

I read the book Jaws

(Lots of fellows have been reading Jaws.)

uh, seen the movie and read the book Exorcist. And one called Judith

(Uh huh)

It's like a witchcraft book

(Are you kind of into that sort of thing?)

No. It just sounded interesting

(Interesting, yah. How bout, how many books do you read a month would you say?)

About one

#8 (One a month, well that's pretty good. Better than the American average. How bout family influence, number eight, has there been anybody who's been a particular influence on you, in your family?)

My brother

(Is he an older brother?)

Yah

(And how has he influenced you?)

You mean in school?

(Yah)

Well, he went and quit school, went in the service, got married, and he said that it was a rotten life

(Uh huh)

not havin an education, he said, if he was still in school, he would have graduated two years ago, that he wouldn't be in the army and he'd have a good job



M.K.

(Uh huh. So he's encouraging you to stay in school and keep going that

Yah, I was going to quit but he went and wrote me back a letter, about a year ago and told me to stick in there, or

(I couldn't reinforce that too strongly, the importance of your staying in school)

Yah

(cause it'll just, it'll make such a tremendous difference to you later on. So even though it seems to pull out a little bit right now, I'd sure stay with it if I possibly can)

Yah, I plan on it

#9 (How bout um, number nine, have you had any special opportunities?)

Hm, not really

(Does your family travel any, or)

Oh,

(Go camping or anything like that)

During the summer, go camping almost everyday during the summer

(I had a feeling maybe you did.)

On weekends during school

(Where do you camp?)

Saminaw

(where?)

Saminaw Valley

(S-e-m-i)

I guess

#10 (n-o-l-e? Valley? And uh, number eleven, no let's see number ten, M[illegible], has to do with motivation. What makes you do things?)

I don't know. Interest

(Okay, cause you said if you were interested in a book, you'd read it)

Yah

(so that would be the same kind of thing. Has your family pushed you to do things, other than your brother? I mean, you're brother's urged you to stay in school)

Not really

#11 (Okay how bout number eleven, if you could change school, how might you change it?)

Um, I think they're sort of strict on the attendance rule

(Okay.)

Like, if you miss two days, they call your parents. If you miss three days you're kicked out, and

(That's stiff)

Yah, and I think it was last year, or last term, you missed three times they'd call your parents, you missed six times they'd call your parents, miss nine times, you'd get kicked out

(Uh huh, but this time it's three times and you're out)

Yah

(How does that include illness?)

Um, no, but, uh, in an extended, let's say, if you're gone, I think it's a total of six times from any of your classes, you'll get kicked out unless you have a real good excuse, like you're sick or something like that

(Oh, that's not too bad, compared to the real world,)

Yah

#12 (Okay, how bout number twelve. If you were going to talk to somebody else about things that you felt were particularly important, what's specially important to you?)

What the world's coming to

(Uh huh)

it's a mess

(Uh huh. What do you think would help that the most?)

You mean help the world?

(Uh huh)

Um, they raise prices on everything, and I think that's sort of stupid cause, like they say there's a gas shortage, and I read in this one magazine, Time Magazine, that there really wasn't a gas shortage, that they were just raising prices to, so that people like gas station attendants get more money

(Uh huh. Uh huh. Well, let's see, is there anything else that you value, that you think is important?)





Not that I can think of right yet

#13 (Okay. How bout number thirteen, do you consider yourself to be a person who can stick with things? who can persevere?)

Some things, yah

(What sorts of things do you stick with best?)

Um, like school

(well it could be school or it could be camping, making a fire, building a whatever, anything)

try and learn as much as I can

#14 (Okay. And how bout number fourteen, have there been friends your own age that have influenced you?)

Yah

(Who? I mean, I don't need names, but just, is it, boy friend, or girl friend)

girl friend

(a group of girls. Okay. Is this someone you've gone with for quite a while?)

Yah

(Uh huh. How does she influence you would you think?)

Like, I used to smoke, and she said, that it's gonna kill you sometime and she just said, quit smoking or it's going to ruin our relationship. And so,

(so you did. Good for you.)

I quit

#15 (Okay, how bout number fifteen. Now, you've said that you'll probably go on and stay in high school another year,)

yah

(but what eventually would you like to do after you get out?)

Hm, I been trying to talk to a couple guys in the service, a couple of the head guys and see if I, the disease that I got, if I could like join the army, get into, be like a doctor, something like that

(What seems to be the problem that you have?)

Addison's disease

#16 (I see. I don't really know about that, but. Uh, how many people do you have in your home?)

P.E.

Oh, you mean that live at home?

(Uh huh)

Five

(Five, and who are they?)

My two sisters,

(Okay, and your mother and father?)

Yah

(Okay, now you have an older brother,)

Yah

(Do you have any other brothers?)

No

(So you have one brother and how old is he?)

Nineteen

(And you have, gosh, and he's already married with a family and everything)

Yah

(Boy. And you have two sisters and how old are they?)

Uh, eighteen and thirteen

(Okay, so you're about second in line in all of that right? Are you, what are you seventeen?)

Seventeen

(Uh huh. Okay. Mike, the, number seventeen asks, what qualities you express, which you think have been valuable to you in school. That's a hard one, but it might be courage, intelligence, friendliness)

Friendliness

(Friendliness, okay. Are there any others that you think you've expressed that you think have been helpful to you?)

None that I can think of

(Okay, how bout number eighteen, if there's anything else that you think has made a difference to you in school. Now, is this illness something that you've had over a period of years?)

The doctor says that it's been workin on me for two or three years



M. K.

(Uh huh. So does that mean that your attendance has been erratic? has been irregular over that time?)

Yah

(Okay... I thank you very much and thank you for coming down at this time of the day)

Yah

(appreciate it. Is there anything you want to)

S.K.

(This is . S . can you tell me anything that you can about your first grade experience.)

I got glasses, that's all I can remember.

(Okay, do you remember who your teacher was?)

I remember what she looked like.

(Which school did you go to, do you remember?)

Jackson.

(Jackson.)

I forgot her name.

(Was is ., by any chance?)

I don't know, I remember my second grade and third grade teachers

(Okay, let me just take a second here and see if I can construct that for you. I think it was, Miss .
I can remember, was she kind of a big gal?)

Yeh, I remember

(I do remember. Okay, um how did you feel about grade school generally?)

Like, oh, true, like at Jackson I liked it a lot cause they gave me freedom and everything, but then I switched over to Truman and that was like a prison over there.

(How isn't that interesting, as a contrast?)

Yah. Cause we moved out

(And I can see that because I observed at both of those schools, so)

See, that's why, that's one reason I just kind of, because that school, I mean it's so bad, I wasn't used to being like that, having to do everything like that.

(That's very interesting)

Cause at Jackson, you know, they treated you like an adult. And you usually acted like it. Instead of at Truman, you know, you put your head on the table after lunch, and all that. I just couldn't take that.

(Now, how long were you at Truman?)

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S.K.

(I remember him)

He was

(An awfully nice guy)

Yah he was really fantastic

(I remember him so well. How I don't know that I can bring up his name either)

Schultz? Is there, I don't know, Sack, Sackett,

(Yah, Sackwent,)

He was teaching at some other

(Hays, or Grant or)

He left. Yah, he was teaching somewhere at one of them.

(Yah, right. Sackett, Mr John Sackett.)

He was really good, he was carving a tree and slipped and fell

(He was just great. Well, how have you felt, by contrast,
#4 about high school?)

Hm, it wasn't as good as I thought.

(And again, I would say to you, anything you say here is confidential, so)

Yah.

(Can you say why?)

Just, there isn't much for, like I'm not sports or any of that stuff.

(You're what?)

I'm not on sports or anything and there isn't anything for me. I'm school photographer, and that's about the only thing there is here that I do.

#15a (S. , can you, are you thinking of going on to college?)

Yah, see right now I can get my grades up, so what I'm thinking of doing is, after I get out of here I was going to go to Colorado and take camera repairing courses. So I could get a good job, go over to Kirkwood and get my grades up for a year, then I was going to go to the University of Iowa.



S.K.

Up to fifth grade

(To, eighth? Did it go through eighth grade, or?)

Jackson?

(Um)

Truman?

(Truman.)

That went to sixth grade.

(Okay, so you were there at fifth and sixth grade.)

No, just sixth grade.

(Oh, sorry. So you'd been at Jackson. Did you go to Kindergarten there?)

Yah.

(Kindergarten through fifth grade. And then you went to Truman, in sixth grade.)

Yah.

(That must have been quite a switch for you. Did you move?)

Yah.

(Okay. Do you, do you, as you think about grade school generally, what stands out to you as being important kinds
#3 of things that happened to you?)

Oh, that's kind of hard to say, sports and stuff. We didn't have much, but it was fun.

(And do you remember anything about any teachers, now I've I think the bit about the regimentation at Truman is really quite significant. Uh, do you remember anything about other teacher behaviors at Jackson that meant a lot to you?)

I don't know, I guess kind of in general, the teachers didn't hassle you all the time. Like if you're doin some little thing wrong they won't go and kill ya, they'll just kind of play it cool,

(Was there a Mrs. there? As principal, any time that you were there?)

No, it was Mr., what was his, he had one eye out, I'm bad with names

S.I.

(Great, because I was going to say, uh, someone like you often times gets lost in high school. And I think what you've gotta do is not get lost as you now move along, because you know, there's going to a place where you're going to be able to do your thing, and it's going to be significant. It may not be right now, and you may have to kind of weather out this time. Is there any way you can bring your grades up here?)

I'm going to try next year. Really hard, I know I could

(Cause it would be signficant to you and you don't want to waste the time, between now and the end.)

Yah, I know I could bring my grades up, I don't know why I don't

(Well, you know just, it may just bore you)

It does

(I don't know, I spose, it's kind of like some of the thins my brother said to me one time. He said "there's going to have to be an awful lot of things you do, Andabal, you don't enjoy doing" and you know, you have to kind of lean into them. But I guess, if there's things like photography that you really enjoy, I've got, I've had friends that have just made a wonderful out of working in photography, and)

I was thinking, like I don't think I could, right now photography's so hard to get into like a magazine, or something, I was going to either open my own shop or portrait studio.

(right)

That's the only thing that's

(Could you do anything like that on a, on a, uh, kind of a work-study basis? Do you work right now?)

Yah.

(Where do you work?)

Midwest Janitorial, it's money

(Yah, right. Bread as they say. Well, let me go on here.
#5 Interests, are photography and what else?)

Uh, it's kind of hard to say

(Or do you have any kind of hobbies?)

I got hobbies.



S.I.

(What do you have?)

Well, photography's my main hobby, and like trap shooting, hunting, fishing, I got a telescope I go out with once in a while. And I collect beer cans, beer signs, collect all kinds of stuff, coins. And I'm going to start on cars, this summer

(What are you going to do?)

Well, I'm going to get a 41 Pontiac Coupe and completely rebuild it

(How fantastic! Marvelous)

It needs a lot of work though, completely rebuild it. A lot of my friends know a lot about cars and they're going to help me with it.

#6 (Well, that's great. Great. And, uh, do you like to read?)

Sometimes. If it's what I, if it's something I'm interested in.

#7 (What have you read last?)

Hm, for popular litgeature a book called Charly about a mentally retarded person. That becomes a genius through an operation. I guess that's okay of a book, but sometimes I just get on a dead end book, I just can't read over five pages of it

(That's all right. Forget it! Who's been an influence on you
#8 in your family?)

Hm, I haven't, I think mainly my dad probably

(What does he do?)

He's a machinist. FMC Crane Excavator they call it now.

(And uh, have you had special kinds of opportunities, or
#9 things that you consider opportunities?)

Like for what, like

(Oh, to help you grow, psychologically, or emotionally or, )

I don't really know

(Have you travelled any?)

Yah, not a whole lot.

(Where have you gone?)

I haven't travelled that much, I went like to Chicago a couple of times, went to the Indianapolis five hundred last year

S.K.

(Did you?)

Uh huh. I wannta go this year

(I live in Bloomington, which is just a few miles from Indianapolis

Next year I'm gonna be going too, going again

(That's great)

And we went to California when I was a lot-younger.

#10 (Now, my hunch on number ten, which asks about motivation is that probably your motivation comes because you're interested, rather than somebody paying you to do something, or)

Yah

(So, I'll put this down there)

Like I don't think I, I don't think I'm ever a quitter I just keep at it. I don't know why.

#11 (Okay now, in number eleven, if you had the choice, you've already given me some ideas about how you'd change school if you could. If they said to you this week, Okay, we're going to make one of your changes, what would you suggest?)

Oh, I don't really know about high school, it's kind of hard to say. I think make the laws a little bit more liberal and like smoking cigarettes, you know around,here, I mean not in classes, I don't think you have to have that, then also have more people watching in the parking lot. Because people rip stuff off. I know a lotta kids who have had their eight tracks ripped off out there, everything.

(Okay, is, are drugs a problem?)

All depends what kind

(uh huh. Well I was just wondering if that's why the increase in rip off.)

Oh, I don't think so. Kids aren't on drugs that much, it's mostly pot and if you consider that a problem, it's a problem

(Yah)

Some ways it is and some ways it isn't

(Well I know in some of the cities, in New York for example and Buffalo and Chicago, it's a real thing, to just hang onto your purse some of the time)



S.K.

And I've heard about some of the high schools there-- teachers carry guns

#12 (I've heard about that too. Uh, S -, what kinds of things do you think are most valuable in the world?)

Uh, gettin ahead financially, get a good job basically. That's something I really care about.

#13 (How bout number thirteen, you've already said to me that you stick to stuff pretty well. Um, does that apply to everything, or are there some things that you stick to more than others?)

Well, I think I stick to just about everything. Like chemistry, I flunked that twice in a row before I gave it up.

(Sounds like me and French.)

I used to be good in chemistry, I guess just Mr. - and me, we didn't get along too good anyway. I don't think I ever really give up anything.

#14 (Okay, the next one has to do with influence of peers or your friends over you. Have there been people who have influenced you strongly?)

I guess maybe one, like Mark, he told me about the horse and thinks that I should get it

#15 (And you've suggested that you would like to go on to college,)

Yah

(And you've said maybe Colorado,)

Well, yah, for, no I'm goin there for survival, for but you can put that in another, cause like I'm going camera repairing course. That was a major in photography in college.

(Now I'm still not getting this straight. The Colorado experience is for,)

Camera repair

(Oh, I see. Repair, or just work?)

To learn how to do it. It's NCR, National Camera Repair, I think or something

(And that's, where is that in Colorado?)

It isn't

S.F.

(Boulder or Denver, or)

Isn't in Denver

(Colorado Springs, Greeley,)

I can't remember

(Okay, that's all right.)

I've got all the stuff written down, they've sent me a letter I sent em a letter and they send me pamphlets and stuff on it.

#16a (Okay. How many of you are there in your home?)

Five

(So you have a mother, father,)

Sister and brother

(Sister and brother, one sister, one brother. So you have any who are not at home?)

No. They're all at home right now, well my sister is gonna be movin out. She just got out of college. She majored in fashion buying. She's probably going to get a job a couple of months from now.

#16d (Great. And where do you fit in that, oldest, youngest?)

Youngest.

(Youngest.)

My brother's eighteen. He's going out to Kirkwood. He'll be going to the University of Iowa, I don't know, maybe next year.

#17 (Okay, now if you think about this one, this one's kind of a hard one. But if you think about qualities that have been valuable to you in school, you've already said that you stick to stuff. Now, is there anything else qualities, that you express which you think have been handy for you in school?)

Oh, learning.

(Okay, do you like to learn?)

Yah.

(You're the first person that's said that and that's music to my ears. Cause that, you know, naturally, that should kind of be the thing it seems to me to be the thing that stands out in schools. Here's a place where you can learn about a lot of different things.)



S.F.

I think I'm just gettin to like school now, or Something.

#18 (Well, I have a hunch it's gonna increase with you. Um, do you think that there's been anything else that's influenced your progress in school?)

I don't under, I don't really think so, I

S.L.

#1 (at uh, Jefferson school. E., what do you remember about your first grade experience? Where did you go to school, first of all?)

Lincoln

(And, do you remember who your first grade teacher was?)

No

#1 (Do you remember anything about what happened to you in first grade?)

Oh yah, I was in trouble a lot

(How did you get in trouble?)

I was, first grade I think I had I don't know. It's been so long I've kind of forgotten

(. .)

(That's right. That's a name that was there. I bet that's right.)

She always, me and this other kid were always, she always got us by oh, talking too much, we always had to stay after school all the time

(What little boys are good at doing)

Yah

#2 (How bout grade school generally, how did you feel aboutit?)

Well, it was all right, there was only a few teachers I really liked in the whole school

(Which ones did you like?)

Well one Miss : and the other one was Miss , and uh

(Ed, why did you like them?)

I don't know

(See I work with teachers, I teach people to be teachers and it's interesting to me to find out what kinds of things make a difference with the kids.)

I don't know, she's a lot better than the others, I don't know why. I just liked them too

#3 (Okay, how bout number three, anything that you can remember about grade school. Now you've already remembered that you got into trouble in first grade so I know you have a good memory. So scratch back in your memory and see what else you can think about in your memory from grade school at all. What important things happened?)

2h8

I.I.
Not much. I remember

(No memory of anything important. And no grade school kind of came and went in your experience. Without making too much of a deal, except those two teachers that stood out to you. Okay, how #4 bout high school, how have you felt about high school?)

It's okay

4a (Okay, and what subjects do you prefer?)

Oh, anything that does with industrial arts, that's what I like

(What sorts of things do you do in industrial arts?)

Well, a lot of work. I never had a machine tool, never had a chance to get it. Photography, never got at that. They got this extended day and then you

(How are you part of the extended day program?)

Yah

(So you come back later in the day?)

Well what I do is, you work, you go to school for half the day and the other half you work.

(So I can just be darn lucky I got you this morning)

Well, I would leave by twelve-thirty

(How do you work then in the afternoon?)

Yah

(Where do you work?)

Butterfield Raybourne

(What is that?)

It's electrical, electrical stuff, boxes, conduits, stuff like that, you also got lighting fixtures,

(So it's an electrical store. All right, let's get back on number four now, which high school subjects do you not like so well?)

Everything is all right. I don't have too much to complain about.

#5 (Okay, how bout number five, you said that you were really quite interested in anything having to do with industrial arts. Do you have other hobbies or interests?)

Oh, my hobbies are just build different things. Like, I have electronics, I fill all kinds of projects, that's about all I do.



I.I.
(Okay, what kinds of things do you do?)

Oh, I built once a radio, a five-two radio

(My gosh)

and a little amplifyer. Now I just, I just got done with building myself a solid state camera.

(Good heavens! How exciting!)

Hartman, my electronic teacher, he's really pleased about it cause we'd show him what it looked like, we have to put it on an oscilloscope to see, you can see what people are and that, it's all solid state, no tubes, nothing in it

(I wish I had time to really talk to you about that. That's so exciting I can't believe it. Would you like to go on in electronics of some kind?)

Yah, electronics, anything in industrial arts, I'm interested in workin with my hands

#15 (Okay, I'm going to go over here to number fifteen and then we'll come back and pick up some things over here. What are your career plans?)

I haven't really decided. I thought what I'd do is maybe take a home study course, and work all day and at night study

(That takes a lot of, that takes a lot of stuff to stay with that. That's great. Gee, I hope you keep going on all those things that #6 you've been building, cause that, could be a lot of fun, couldn't it? Do you like to read, Eddy, number six?)

If it's interesting I'll read it

(Okay)

and if no one pushes me and it's a, and I do it on my own, I enjoy it a lot more than if I have to have an assignment I have to do

#7 (Oh sure. What have you read lately?)

Popular Electronics, Stereo View, all magazines, different kinds

#8 (Okay, and can you say, on number eight, if there's been someone in your family that's particularly influenced you, like in school?)

Well, my mom and dad, they always push me to get a good education and don't stuff off and don't skip school. And uh, get a good background in the different subjects, you might get ahead.

#9 (If you don't, you won't. Okay, how bout number nine, have you had special opportunities?)

Not much, except I enter up into this here industrial arts fair every year. I've done this several, if everything goes right this year, I might go for the third time. It's kind of interesting to see all the different projects

S.L.

(That's great, do you enter, like you enter something like your camera?)

Yah, I'll enter that I think

(Oh, wouldn't that be fun!? That's great)

They have two. This year it's going to be a little bit different. I understand they're going to have one in April, that this is going to be a national and anybody in different states except, Iowa, Iowa's included but, all around and that, they can enter into this one and there's all kinds of different things going on there.

#10 (That's wonderful. What's happening, number ten, you've already told me that you work best on things where you make the decision where you're interested in things, so I would think that would be a good motivator for you is interest. Are there other things that have motivated-you to do things? You've also said that there was pressure from your family, that they've urged you along and pushed you a little bit. Are there other motivators in your life?)

Just, everyonce in a while I might think something or something, that's about all.

(Okay, so that might be personal encouragement from someone?)

Yah, my dad, he never, he never, he went to a Catholic school and he never had nothin, he says he always liked to get into this industrial arts that we got now and he says that when he asks his mom, his mom always said no, just stay at home, don't do nothin. He says, he's going to be a different, he's going to let you get into some of this stuff so you at least have a chance, and

(Oh that's great)

he said he never had a chance for anything

#11 (Isn't that fine. Well, we do learn from what, what about number eleven, if you could change school, how might you change it?)

I don't know, I'm not really, looking forward to leaving school, I'd like to even have another year, just take that all in industrial arts, that's all I'd do

(Wouldn't that be marvelous, could you do that?)

Oh heck, I'd enjoy that

(Could you talk to anybody about doing that? Would they let you be in school one more year?)

I don't think they really would. I got a, I'm not really going to gain any money or anything out of it, I'm just going

(But you'd gain an awful lot of good experience.)

Yah, I guess you would



S.L.

(And really kind of solidify your gains to date, to be able to do something that you loved in a situation where you felt comfortable. Think about it B , you might start a whole new trend. I mean there's some situations where kids stay in school. It may not seem like an idea that anybody could be really very serious about, but I'm serious about it. I mean, I don't know whether it's possible, but it just seems to me that it would be a wonderful thing for some, who found a particular interest and they knew of things that they'd really like to do and, Okay. How bout values, number twelve, Uh, let's see, I'm going to put down here number eleven though um one more year. I think that's one of the best suggestions I've had so far. Most kids are worried about the attendance policy, you know, they want to change the attendance policy, but)

That doesn't bug me

(No, that isn't the same kind of thing, I mean, you're suggesting something that right now would be a long-range change in a school that might really make a difference in our whole educational scheme, and to me that's important. How bout number eleven, I #12 mean number twelve, values. If somebody from a different world came and asked you what kinds of things were important to you, what would you say?)

I never thought about it too much

(Okay, one of the things, it seems to me that you told me would be this opportunity of building things, creating and so forth. It seems to me that you value the opportunity of doing things creatively with your hands. That's sort of a value)

Uh huh

(What else do you like?)

Well, I like goin huntin and fishin, that's one of my favorites

(Great)

I enjoy that a lot

(Great

If somebody took it away from me, I don't know what I'd do. I enjoy it, just enjoy it. Get out in the country, which there ain't too many places to go huntin anymore, but when you get someplace, it's kinda quiet and that, just to sit down and listen to everything

(Oh that's wonderful. Any other things you value?)

Not much

#13 (Okay, how bout number thirteen, are you able to stick to things pretty well?)

Yah

S.L.

(Can you tell me about that, in what areas can you stick to things best?)

Industrial arts

(Industrial arts, okay. I might have guessed. And have there been strong peer influences, number fourteen, in your life, people your own age that have influenced you?)

Well, you just talk to em, they might not say anything about stickin with it and that but, you know, they tell you what they're going to do and different ideas, talk back and forth about it

(Okay. How bout number sixteen, how many people are in your home now?)

Six

(Okay so you have, a mother, and a father and who else?)

And three brothers, countin him, and me, that would make it four.

(Okay, and how many brothers do you have all together?)

Countin me, four

(Hm?)

Counting me, four.

(Okay, and how many sisters do you have?)

None

(And where do you fit in all of this, oldest, youngest, middle,)

Oldest

(Oldest. Okay now number seventeen, what qualities do you express which you think have been valuable to you in school?)

Oh, I guess, I don't understand, you mean, how different things like, industrial arts and I understand a lot more than I did before, when I was in junior high and that, when I took electronics, it's a lot simpler than what I thought it was

(Okay so the quality there is, I suppose, knowledge, becoming more knowledgeable about electronics. How, how bout in terms of relationships with friends or teachers, what kinds of qualities do you express there?)

Well, my mom and dad, they always taught me to be honest and to get along, try to get along, try to get a good education, and in the long run, I see that it's right.

(Okay, then number eighteen, is there anything else that you think might have influenced your school standing? What is your grade point average?)



S.L.

Probably B

(About A B. Okay, that's great. What do you think got you there?)

Well, I never did, I always got C's in most of my subjects except maybe American government, which I got a B in there. But all my good grades come from industrial arts

(So that's given you a pretty clear choice in terms of career goals hasn't it? Well, I've enjoyed talking to you)

C.A.

#1 (Kennedy School on 1-7-76 and this is C., do you remember anything at all about first grade?)

No.

(Do you remember where you went to school?)

Hiawatha

(Okay, Hiawatha. Do you remember the name of the teacher?)

I think it was Miss

(There was a Miss and she was in the program, so that very possibly could be. You don't remember anything at all that happened to you in first grade?)

No

(Okay, how about number)

just

(just what?)

nothing

#2 (Okay. How bout number two, how did you feel about grade school?)

It was all right I guess.

#3 (Okay. And number three, what do you remember about it?)

That it was hard. I thought it was hard.

(Okay, can you remember anything, uh, any things that happened to you as you were going through grade school?)

I have a poor memory.

(How about any teachers that you had?)

I remember Miss She isn't there anymore.

(Was that at Hiawatha?)

Uh huh.

(How long were you at Hiawatha?)

Six years.

(Cause I was out there for a while. A teacher. I taught remedial reading out there for a while.)

Um.



C.A.

(And do you remember anything that happened toyou in any of the classes there?)

No.

#4 (Okay. How about number four, have you liked high school?)

I liked it.

(Okay, do you like it better than grade school, or)

Much.

(Can you say why?)

I think it's easier.

(Now that's interesting. Do you think that really is the case, or do you think it's that you've changed over the years?)

Maybe I've gotten smarter, I don't know.

4a (We were talking about high school. Which subjects do you prefer in high school?)

Math. Social Studies. And, adult living course.

(What do you do in that one?)

Oh, talk about different subjects, see movies, do readings and worksheets and things.

4b (Okay. How about subjects that you like least?)

Language.

(Okay, can you say why you don't like it?)

Cause I can't write.

(Okay, so it's the writing part that you don't like as well. Did you write quite a bit when you were in grade school?)

I don't remember.

#5 (Okay. How about number five, your interests or hobbies? Kinds of things that you're interested in or hobbies that you have?)

Well I work. I don't if that's

(Okay, where do you work?)

K Mart

(Okay, and are there other things that you like to do, collections that you have)

C.A.

I like to go out

(How is that go out, dating kind of thing)

Yeh

(Okay, uh huh)

Just havin a good time.

#6 (Great. How about number six. Do you like to read?)

Uh huh. If it's a good book.

#7 (Okay, if it's good. Can you mention any of the titles that you've read lately, number seven?)

Bibe in Search of Self

(Oh that was a wonderful book wasn't it?)

I just read that for my contemporary adult living course. And I read, I can't remember.

(Okay, how many books would you say you read like a month?)

Oh, not very many, about four.

(Four a month? Now that is, that is so much higher than the American national average. That's just great. Number eight #8 asks about members of your family who have influenced you. Who would you say has been the greatest influence on you? Or has there been anyone who's influenced you?)

There hasn't really been any I don't think.

(Okay. No special influence. How about number nine, would you #9 say that you've had any special opportunities of any kind, since you've gone through school?)

No.

(Do you take trips in the summer, or go camping, or)

I used to go camping and trips

(Okay, where do you go?)

We've been all over, all over the states.

(How is this your whole family that goes?)

When we did.

(Pardon?)



C.A.

When we did. We don't go on on that much anymore.

#10 (Okay. Now about number ten, what makes you do things? What motivates you?)

Just me, I don't know

#11 (Okay. Inner, Inner motivation. And uh, number eleven, if there were any changes that you could make in school, how might you change it?)

The bigness, and all cliques.

#12 (Okay. I've heard that before. Okay, number twelve, this is a hard one C , but if you were talking to anybody else about the things that you really value the most, what might be some of the things you'd mention?)

Um, I don't know. I'd say to love.

(And would you say love in family, or in friends, or)

Everybody.

#13 (That's wonderful. Great. It would solve a lot of problems if that were universal wouldn't it? Number thirteen asks if you consider yourself to be a person who expresses perserverance?)

What does that mean?

(Or stick-to-it-iveness, or being able to hang in on something.)

I guess if I set my mind to it.

(Okay, does it make a difference what you're doing, whether or not you'll set your mind to it?)

It depends on what it is , really.

#14 (Okay, and how about number fourteen. Have there been strong influences on you, other students your own age, strong peer influences?)

Not of my own age.

(Have there been influences on you, friends of any age)

Well my aunt

(Oh in what way?)

I think she's great.

(Oh that's wonderful. Does she live here in Cedar Rapids?)

No, she lives in New York.

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C.D.

(How often do you see here?)

Not very often. We just went out there this summer.

(I have a niece out in California and we have a very close relationship even though we just, her mother's gone now, and uh, I think it means a lot to her to have somebody that she can feel close to. Number fifteen, uh, what would you like to do after high school? This is your last year now.)

Just to work

(Okay, do you have any notion of what kind of work you'd like to do? Okay, no plans yet.)

I don't know, I'd kind of like to be a buyer or something like that.

(Uh huh. Have you taken any courses like in merchandising, or)

I'm in DE now

(Is that a merchandising, or)

Uh huh

(well that would be a nice thing for you to do, if you could continue on, take some classes after you got out, at the same time that you were working. How about number sixteen, are there any other, how many adults, how many of you are there at home?)

How?

(Uh huh)

Three. Counting me.

(Okay, now, that's your mother, and your father, and you?)

Uh huh.

(Okay, and then, do you have brother's somewhere?)

I have one sister.

(One sister and she's older.)

Uh huh. She's married.

(And how old is she?)

She's twenty.

(Twenty and married. So you're the young one. Now here's another of those hard ones, but number seventeen asks what qualities you express which you think have been valuable to you in school? And that can be things like love, any qualities which you think you express.)



C.D.

I'd say openness.

(Okay, good. Anything else that you think of that you associate with yourself or that you try to, try to express?)

I can't think of any.

(Okay, now number eighteen is just very open, speaking of openness. If there's anything else you think has been particularly important to you while you've been in school?)

I'd say friends.

(Hm. Good.)

That's all I think.

(Okay. Great.

C.R.

(school and this is And it's the eighth of January, 1976. C. , why don't you tell me where you live and how long it takes you to get school and we'll see how the voice comes across.)

Okay, I live at Hond and Hierd, Rural route three, and it takes me a half an hour to get to school.

#1 (Well we're looking at question number one, where did you go to first grade? What school did you attend?)

Erskine.

(Okay, and do you remember who your teacher was there?)

Uh, Mrs.

(I remember her. Do you remember anything at all about what happened to you in first grade?)

Well, yah, I couldn't wait to get out of school and, I don't know, the only class that I really liked was arithmetic. And I still do

#2 (Isn't that interesting. So in all of your, how did you feel about grade school generally, number two?)

Oh, it went really fast. I met a lota different friends, uh

(That's a nice way to say it, isn'tit? You met friends. Isn't that good. To me that says that you're a friendly person)

Oh yah

#3 (Okay, how bout number three, what, tell me anything that you can remember about grade school.)

Oh, I can remember when we went outside toplay, I played hopsketch, played on the jungle gyms, played kickball, and I can remember when my teacher was saying about, I was a slow reader,

(You were a slow reader?)

Yah

(Who told you that?)

Mrs.

(Second grade, right?)

Yup

(I remember Mrs. . I think she was Miss then! .)

Yah

(She told you you were a slow reader?)



C.R.

Yup

(What did you think? Had you thought of yourself as a slow reader before then?)

Well, I know that I was a slow reader, but I can't see how, it gave me a bad, feeling about myself, you know, like it's my fault, I don't know

(What happened to you then, now this is very important, so remember as much of this as you can. You had been told that you were a slow reader, and you felt bad about it. Now what happened after, what happened during second grade and what happened after that, in terms of your reading?)

I tried to improve on my reading. By, taking my time, knowing what I'm reading about, like the time, I was readin real slow, word' by word, and I didn't know what I was readin about. And the more I read, the faster, the faster I got to read, and the more I knew what I was readin about.

(Now when would you say that started taking place, was that second grade,or third, or)

Oh, in second grade

(So, Miss even though she told you weren't a very good reader, she speeded up up and made you a better reader probably)

No, she didn't

(She didn't do it, you did it. Good for you. What happened to you then, in third, fourth, fifth and sixth, in terms of reading?)

Well, we read different types of stories, like mysteries, and uh, different types of stories. Some of em I wasn't, the stories that I wasn't interested in I didn't know too much about, cause I didn't wanna know. But if I read something that I like, I know what it's all about

(Uh huh. So if you're really interested in something then you'll understand it and do well at it.)

Right

(That's good. Anything else that happened to you in grade school? Not just reading, but anything.)

Yah, oh well um, I when I was just learning how to, handwriting, writin, you know, uh, my teacher complained that uh, I had such good penmanship that it might be very good when I got older. Well I got A and where I was at, I was writin pretty good. Mrs. Cameron told me that.

(So when you were in third grade, you were a good writer. How what had made you a good writer, doyou think?)

Takin my time at makin my figures, letters, uh, going over and writin the alphabet, over and over

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C.R.
(How was this something you did in second grade? or first grade or third grade?)

Third grade

(Uh huh. So you had good experience for um, maybe pressure to learn to read well in second grade, and then you had good experience and pressure to learn to write well when you were in third grade. Did you write stories when you were in third grade?)

Yah

(Uh huh)

Short stories

(How bout then, what happened to you, does something stand out to you in fourth grade?)

Well, in fourth grade, that was when, I think I just started social studies. And, I didn't do too good in that, cause, I didn't care that much about what happened back in the eighteen hundreds and, uh, I still don't like social studies

(How bout fifth grade. Anything happen to you there that you remember specially?)

Fifth grade? Well, let's see. I started taking music, and it seemed like a drag, but after a while I kinda got interested in it.

(How about sixth?)

I did better in music, cause I enjoyed it. Cause we had a Christmas program, and we sung Christmas songs to our folks.

(C. , this is marvelous, you're remembering more things than almost any other student I've interviewed. This is just great! #4 How bout uh, number four, how have you felt about high school?)

It is really completely different. More people, different nationalities of people, uh, so many people here in school that I want to get to know on all but there isn't enough time or anything to get to know

(What's been one of the best ways that the school has had for you to get to know people?)

In my classes about it. And uh, group participations

(What does that mean?)

Like, when we have to have like a group report, uh, or, a group discussion about a particular thing

(Several of you doing together, and developing a report, helps you to get to know the other students well)



C.R.
Yah, and when we have our discussions, we have, we uh, we explain our opinions on how we feel, we might dislike it, or agree with it

(That's very good. What subjects have you liked especially in #4a high school?)

Business work and sewin. And cooking.

(It sounds like you might be a home ec major, in college?)

Nope, I planned on taking keypunch.

(Ah, that's okay. Well, we'll get into that a little bit later. #4b How bout subjects that you haven't liked in high school?)

Social studies, and gym, science, uh, consumer economony,

(Now you've liked business, but you've not liked consumer economy.)

I

(They overlap a little bit. What don't you like about consumer economy?)

We have to read too much,

(Ah)

and I don't enjoy reading.

(Okay, well that's going to come up in a couple of minutes too. Are there any other topics that you don't like?)

No

#5 (Okay. Number five asks about your interests and hobbies.)

My interests and hobbies

(Uh huh. Things you like to do outside of school. Or, things you like to do that grow out of school.)

Oh, in the summer time I like to go swimmin, and water skiin, and in the winter time, I like to go ice skatin, and roller skatin and tobogganing, (but I'll get the idea down there. How bout do you have any hobbies of any kind?)

Oh, play records?

(Play records, sure. That's a hobby. Okay, how about number six, #6 you said that you don't enjoy reading, is that true?)

Subjects?

(No. Do you enjoy reading, number six?)

Oh. No.

...s. Ans do you read, even though you don't enjoy it. What ... you read?) C.R.

What do I read?

(Uh huh)

My assignments.

(Okay. Do you read anything else?)

Magazines, uh, fellow magazines

(Like movie magazines and that sort of thing?)

Yah

(Okay. So if it interests you you read it, right?)

Right

#8 (How bout number eight, has there been someone in your family that has particularly influenced you, like an older sister, or brother, or)

Has what?

(Influenced you, has been a model for you?)

I don't understand

(Okay. I had an older brother who was fourteen years older than I was, and he was very interested in school, he was always helping me in school, so he was kind of a model for me)

Oh, yah

(some people have an older sister, or, maybe an aunt, or maybe a mother or father)

Well my mom and dad and my aunt, they're all, influenced me to go school, finishing, and then maybe go to college

(Uh huh. Okay, how bout number nine, have you had any special opprotunities, now that would mean anything like travel, or a #9 job, or, uh, maybe a grandmother that had been specially helpful to you.)

Yah well, I've had travel inthe summer when I got out of school, to Kansas

(What's in Kansas?)

Well, my boyfriend's aunt, and uh, I'm, I don't know, that's about it.

#10 (Okay, how bout number ten, what makes you do things? What motivates you to do things?)

When I get talked into it, to doin things. My my friends and my folks



C.R.

(So pressure from family and friends. How bout number eleven, #11 how would you change school if you could? If you were principal and you could change anything in the school, what would you do?)

Have no gym

(No gym.)

It's not necessary. I'm just not, it's not necessary because, well you get your daily exercise anyway, no matter what you do, house-cleaning, walkin home, or somethin

(So if they're going to have gym, they better do a better selling #12 job. How bout number twelve, what are some of your values, things that you think are important?)

Graduating, having friends, and uh, have your folks fight left to you when you need an

(Now which reminds me, I want to ask you, people who stood by you. #13 Number thirteen, do you consider yourself to be a person who expresses perseverence? Can you stick to things well?)

You mean promises?

(Well, no, not necessarily. Perseverence means that you're able to stick to something. You're able to continue doing something even though it may seem to be difficult.)

No

(No. Tell me a little bit about that. You say no you can't stick to things well. What comes to mind? A smile passed acorss your face and it was the smile of yah, aware that I can't do that. What brings that to mind?)

Oh, I got to think of something. Because I'm not trying hard enough

(Okay, but is it like school that you don't stick to well, or is it like, if you start sewing something do you not stick to it, or in cooking, do you not stick to)

Well, when I'm not interested in doing it at the time, I won't stick to it.

(Okay. Now that's exactly the kind of thing we're trying to get #14 at, so that's fine. Now bout number fourteen, have there been strong peer influences in your life? Now, that'speople your own age who have influenced you.)

Yah

(Okay. Who would they be?)

C.R.
(Now, I don't need to know names, but these are close friends, right?)

Right

(And is it through things they say to you, or things that they do that you watch them do and think to yourself, ha, maybe I could do that?)

The things they say, tell me or talk to me about

#15 (Okay. Number fifteen asks about your career plans. What do you plan to do. You're going to graduate this year now what would you like to do?)

Plan on goin out to Kirkwood for three months and get a job

(Okay, now you said you were going to go on in computer work, right?)

Right. Keypunch.

(So, Kirkwood, will Kirkwood prepare you for that?)

Yah

(Have you done any computer work here?)

No

(So that'll be the first, what got you interested? in doing that?)

Cause I like business, any kinda business

(Have you ever keypunched anything?)

No

(I keypunched for one whole summer so I know about keypunching so I'm interested in what got you interested in keypunching.)

Well, my girlfriend, she, probably the same age as you are, and she's got a family of her own, and she's takin keypunch. And, it's good money, it's good, it's fun

(Now, you type,)

Yah, I type, I enjoy typing.

(Okay. All right. That's the best thing you could say, because if you like to type, then you'll probably be a good keypunch operator. Accuracy is absolutely vital)

#16 (Okay, how bout number sixteen, how many of you are there at home?)

Three

(And is that your mother, father, and you?)

Yah



C.R.
(And, do you have any brothers or sisters anywhere?)

I'm the only child

#17 (Okay. And number seventeen says what qualities do you express which you think have been valuable to you in school? Now!)

What qualities do I think, are valuable in school

(What qualities do you express which you think have been valuable to you in school? )

Passing all my courses? In order to get my credits and graduate?

(Okay, so, to me, you've been expressing perseverence, even though you think you don't. Perseverence in passing course. Now I would also see you, I think, as a friendly person,)

Yah

(Okay. And I would see you as a person who has a good sense of humor, good humored)

Yah. Sometime I can be stubborn

(Okay, all right. Are there any other qualities?

Uh, fun to be with?)

#18 (Okay. Good. Okay, now number eighteen says is there anything else that you think might have influenced your school standing? What's your grade point average do you think now?)

Average?

(Uh huh. If somebody said are you a D average, A C average,)

C average. I really range since I was in junior and elementary. Cause I started junior high, I got my first A

(Oh, isn't that wonderful?)

And I got my second, and my third, and my fourth A, here in high school.

(Now, C - that's wonderful. What made that difference do you think?)

Because I'm interested in what I'm doin. The class itself

(Isn't that exciting? So you could really go on and be a kind of a B, high B even, if you had another year or two here. What are you going to get this semester?)

What am I going to take?)

(No, what are you going to get? What grades are you going to get?)

C.E.

Oh, I'm going to get, between from A to a B, Maybe even an A in gym, I don't know

(You really don't like gym at all do you? You love sports, why don't you like gym?)

I don't like participating in sports

(I mean, you like , you said you liked water skiing, you liked swimming)

Yah, but that's not here in the gym

(Oh, I see. Is it that you don't like group sports?)

(I don't like, yah, group sports . Like, the only school sport I like is volleyball. Otherwise, that's the only thing.

(Okay, so basketball you don't like. What else do you do in gym that you don't like so much?)

Well, I don't like swimmin, well I mean, not swimming, to have to swim back and forth, do somany laps

(Yah)

in other words. Uh

(Oh, it's good for you.)

I don't like basketball

(Okay.)

Or bowling

(Well that's kind of interesting. You might give yourself a little push and this semester, go out and say, all right, even though I don't like it I'm going to do a good job at it, and I'm going to show em and I'm going to come out with all A's.)

(Uh, you have a slight speech impediment, have you taken speech courses?

Right

Yes. Uh, I've taken it from elementary to about eighth grade in junior high.

(Cause you speak so well, and I just wondered now)

It's probably cause of my cold

(Really?)

I don't know. It's because I try harder. I take my time when I'm talking and I try to



C.E.

(Your speech, obviously is, well it's the speech of a person who is thinking carefully about it and I was wondering, I was just interested, now over a period of years, have you seen improvement in your speech?)

The only, from what I heard when talking about my speech problem, from all the years I went to the doctor to find out, finally found out, it's because of a nerve loss in my left ear. And they gave me a hearing aid to wear, but I will not wear it, because I wear my hair behind my ears sometimes

(Can't let that thing be dragging around)

Right

(Are you conscious of not being able to hear anything?)

Uh, I feel as if I'm helpless when people tell me, well say something about my hearing, you know, about my speech, and it gives me a bad feeling

(Well, you don't need to feel that way because, you're, you're such a vital and lively and lovely person, you see and people have different things happen to them. And what you've done now in terms of, of overcoming,something, that to me tells me such a tremendous body. When you say you don't express perseverence, and I say, wow! does that girl express perseverence.)

Well, reason why, I feel hurt down inside me because of my speech, is because there have been so many kids in my school years that have teased me, and I try to tell em, try and explain, they will not listen, they will not understand

(You know, one of your loviest friends, this is really a friend of my husband's but I've gotten to know her, what you might think, well there's a speech problem there, it is absolutely no problem to that woman. She's utterly unconcerned about it, and it's quite an inspiring thing really, because you see, she's unconcerned about it, consequently others are unconcerned about it. I would never have mentioned it, except I thought probably this had been something over a period of years that you've grappled with and I think it would be helpful to others to have the sense, that uh, someone has really demonstrated such a victory over it as you have. But I can see that, well especially with litti kids, they can really be cruel about something like that. Now when you were in grade school, have you seen a difference for example, between grade school and high school?)

In grade school, they teased me all the time, and high school and junior high, they finally laid off. I finally told em to bug off.

(Bug off! Oh, that's great.)

VJ. --

#1 (And V , tell me anything that you can remember about first grade. Where did you go to school, first of all?)

I went to Hoover

(Hoover?)

Yah.

(And, do you remember who your teacher was there?)

Miss

(Oh, I remember Miss . And do you remember anything you did in first grade?)

I remember one time when I finished my assignments and everybody else was working, and I went up to the teacher and I asked her if there was anything else I could do, and she told me to sit down.

(Oh, boy. Asked to do something and told to sit down, that's no good. Bet you haven't volunteered since.)

I think she was in a grouchy mood that day.

#2 (That will do it, won't it? How did you feel about grade school generally?)

Well, it was more of a challenge for me, it was um, a lot of the classes were hard, and some of the kids were a lot faster than me, and uh

(But you've obviously worked hard and kept up)

If fourth grade, I remember a girl in math class. The teacher told her to help me, and she just helped me so far that it just pushed me up ahead.

(Oh, isn't that wonderful. My gosh, that's fantastic. This was another fourth grade girl?)

Yah.

(Isn't that beautiful?)

She was an exceptionally bright student in math, and

(We oughta let more of the kids do the teaching.)

Well, I think, if the kids work together, I feel it can help each other learn cause some of us have different opinions on the questions, the way they're put, and I think they can help each other a lot if they, you know, worked together on things.

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(Well, that's just wonderful. What other kinds of important things, like that, happened to you in grade school?)

03a

Well, I started writing stories for, the heck of it, just for a hobby more or less

(That's great.)

And uh, I started really gettin, studying hard in language.

(And were there any things that any teachers did that stood out to you?)

Well, um, so many times, like now when you're in high school, they let assignments go, a day or two after they're due, where in elementary school we more or less had to stick to the due dates and when you couldn't get something done, they helped you with it, they helped you after school or before school, or tried to help you get done

(Which system do you think is better? Sticking to the due date or letting it slide?)

Well, I like to stick to the due date mainly because for high school and college, you've just got to you know. Otherwise you're going to miss out on your classes.

(That's right.)

And, uh, you'll forget about the assignments that are due and if you remember it or are reminded of, the teachers

04 (How else have you felt about high school?)

It's been rough at times I mean there's times when you feel you wannt, I don't know how I'm gonna get through this you know, but uh, I feel, I don't know, sometimes it seems like there's always a chance to get it done, like I've been wakin up early for the past two days to get caught up on assignments

(IT'o great)

I mean, it's ridiculous, but

(Are you gonna make it?)

Yah, I think I'll make it. They're duo Friday, but,

04a (Which subjects have you preferred in high school?)

Um, language, um, literature classes. Reading, anything like that. I really enjoy language arts. And uh, French is comin on pretty good. I didn't like that too well at the first of the term and a half.





04b (Which ones, do you like least?)

Well, at first I didn't like social studies at all, and then I had Mrs. ... / for a teacher, for civil rights, and then I switched teachers and took her for the rest of my credits for social studies. And my grades shot up so much, I couldn't believe it. I went from a C to an A.

(Oh, that's great. Do you suppose you could identify why you thought your grades went up with her?)

Uh, the method of teaching

(Can you say, this is helpful to teachers, you see to have, for example, some of my students who are in student teaching now, if I could tell them what she did that was, that you really responded to, it would be helpful.)

I uh, she was strict and that's a good thing, I think. Because a lot of kids just don't mess around, when you mess around in school and they don't, it deprives other kids of wantin to learn. Well, she had a grading system that was kind of neat. You would take a test, and if we didn't finish the test in an hour, the next day we could come back and finish the questions. And then, well, let's see, they were checked first, and then they, she'd give us the papers back the next day and we went through our books and our notes and put the right answers down , and that brought up our grade for the test.

(That's fantastic.)

And she had study guides where we took notes on her lectures and uh, reading materials, and she gave us points for that. We got a hundred points for each map that we did. And that brang me up, and I think I learned a lot more I think than I did in the other class because I had Mr. Asp before and it just seemed as though he just constantly lectured all the time, and I don't like lectures.

(So what you really had the opportunity of doing here, was just continually improving? You'd get started on something and you'd get immediate feedback on it and you'd be able to work at it really, from several different directions, so there were a lot of different learning opportunities, rather than just the lecture situation?)

Yah.

(That's great.)

She did lecture. Like in civil rights she, she'd talked it was mostly discussion about uh, the different laws and rulings and stuff. It was really a great class, there's was juniors and seniors in there, there was about two sophomores in there, I was one of em. So it was a little bit hard.

V.S.

(But you even went up to an A?)

I went, I got a B in civil rights.

(Oh, isn't that wonderful? That must have been a real satisfaction for you. How bout number five, interests and hobbies?)

85 Oh, I got a lot of hobbies. My interests are mainly in English or language. I love to read and uh, I like to write poetry and prose and short stories. In fact I've written several short stories for elementary kids or before that.

(Well that's wonderful)

None of em published yet

(That's all right. Where have you sent them?)

I haven't sent them anyplace yet.

(You might, uh, you know the Christian Science Monitor sometimes publishes student writing. I've had things published in there. You might send something in to them.)

And, let's see.

(How bout hobbies?)

Well, writing is one of my hobbies. And, I like to sew. And

(Did you make your blouse?)

Not this one, no.

(That's pretty.)

And crocheting. And embroidery. And I've done, I've started crewel work. And, I'm crocheting a bed spread right now. It's pretty cool, hexagon, granny squares, you know? I've been working on it for about a year and a half now. Almost two years. And, let's see I like to make pastries

(Did you learn that from your mom? Is she a good cook, a good Czechoslovakian cook?)

Yes, she's a

(Some of the most delicious in the world, aren't they?)

Yah,

(What are they called, klatches?)



V.S.

Kolatches,

(Kolatches)

Yah, I made them in eighth grade, ninth grade, ninth grade. For a school project and I took em to school, for a home ec class, you know,

(With cheese,)

And passed em around

(Delicious)

We don't put cheese on ours,

(Fruit?)

Yah, it's poppy seed and prunes and cherries or apricots. Some people put cottage cheese in there, but

(Maybe that's what I had, yah I think it was cottage cheese.)

Yah.

87 (What have you read lately?)

A book called Flowers for Algernon.

(Is everybody reading that for a class?)

Yah, popular lit class. I guess sophomores are reading it for one of their classes, I don't remember which it was.

88 (And who would you say in your family has been a model for you?)

A model?

(An influence.

My immediate family?

(Uh huh. Or, a cousin, or an aunt, or uncle)

Well, I've got a cousin that always liked to read. And, she could read a book about two inches thick in one night. I was always sorta jealous of her, but I was

(Wow. But now you can do it too and you don't need to be jealous, huh?)

No, I can't read that much a night, but I like to read a lot.

(Would you think then, would she have been an influence on you?)

V.S.

I would say a little bit. Um,

(Anybody else.)

I really just wanted to learn. I just wanted to get ahead. I guess I always was competing against my other brother, my older brother. He's also a junior, but he's supposed to be a senior so I'm competing against him, to see who has the best grades in what. Course he's a lot slower than I am, but he tries harder.

(Have you ever thought what affect this has on him?)

Yah.

(You might think about that a little bit more. Now that you're doing so well, just kind of relax and leave him alone.)

Well, he tries so hard, it's just, you know

(But think how unnerving it must be for him to have this sister of his now crawling up his back)

I don't really tease him about it,

(You don't care do you?)

Well, I don't

(I'm just teasing you, cause I think, I've seen so many kids that had real problems when younger sisters start marching up, oh boy. What kinds of special opportunities
#9 have you had, I'm looking at number nine.)

Um, well, you mean for school activities?

(It could be school, or it could be things you've done in the home, or travel, it's going to depend with the life. You went to the library every Thursday night with your grandmother, or)

Okay, I enjoyed being with my grandmother a lot. Our family's travelled a lot. We went up to Canada the summer before last. Um, I wish my grandmother was with us then, cause she'd really have liked it.

(Do you have things in the home that you appreciate specially? Television, records, um)

I like to listen to records sometimes, but it's mostly uh, my desk. I like to sit at my desk and think or read or

(So you have your own desk, which is a privelege)

I had to buy and pay for that and make it myself so I



V.S.

#11 (are aware of what a privelege it is. If you could change school, V[illegible], what would you do? How would you change it?)

I would, probably start school at two in the afternoon

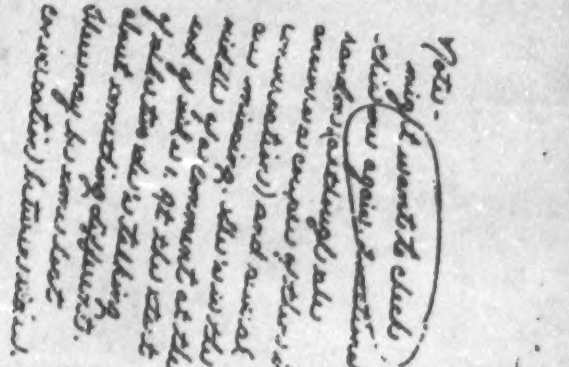
(Start it at two in the afternoon,)

Yah, go until about eight in the evening or so

(How is that cause you'd like to sleep in, or you like to work in the morning, or you'd like to do other things in the morning, or)

Well, mainly sleep. Cause I
changing sides loses remainder of comment

She taught language, she always pushed me to read, and I remember, one or two other teachers always pushed me to read. Cause I remember I never had the patience to sit down and read a book. I always wanted to do something else, you know. But after a while I got so that I liked to read, mostly because I got so that I could understand more. Cause before I didn't still have too big a vocabulary. I still don't have that, but, but uh, then mainly because I like to read, I like to write things that, opinions of the book, or anything, you know.



D.H. --

(Would you say your last name?)

( .)

#1 ( , and we're uh, at Jefferson school. D , do you remember anything at all about your first grade experience?)

Well I just remember I had a teacher, it was Miss , and we used to always bring her an apple. She had nice red hair.

(Oh, I remember her, good. And was that Grant Wood?)

That was Grant.

#2 (Grant, all right. How did you feel about grade school generally, number two?)

I liked it. A lot of the teachers were really nice to me and it didn't scare me away like everyobdy always says grade school will.

(Okay, great. I seem to remember you as a happy child. Do you remember yourself that way?)

Yah, I don't know. I just liked school. It didn't bother me to go.

#3 (Okay number three, do you remember anythings in particular about grade school. What kinds of important things stand out?)

Well, my teachers, they all specified reading. I remember when I was in the third or fourth grade I learned how to write and was really excited about that. Mr. , my gym teacher was nice to me. He had a lot to do with how I'm doing in sports now I guess, cause he taught me almost everything I know.

(Isn't that great? That was fourth grade. What kinds of sports are you in now?)

Basketball and baseball

(Oh, that's so, that's wonderful. How bout any other kinds of things that happened in grade school at all, that you remember?)

Well I can't remember that much from there. I just remember a lot of nice teachers, and they were all nice to me.

#4 (Okay, how bout number four, how have you felt about high school?)

Well, it's a big change, but I like it. Some of the people are, they're not really paying attention as much as you're in grade school. But I suppose to go on, you gotta learn to mature and all that stuff, so. The kids are a lot different, and it's a whole different circumstance. You really gotta be independent, you gotta pull your own weight or else you'll get swept right out.

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D.B.
(Has that been hard for you?)

Not for me because right when I got up here I was playing basketball with the varsity and I get pretty well

(That's great. Do you have ideas, I better save this question, I run into it later on , I'm wondering what you're going to be doing in terms of college and all, but I'll come to it later on. #4a What subjects have you preferred in high school?)

Oh, social studies, I like that a lot, and uh, language arts, I like that. A lotta good teachers up here to teach it.

#4b (Great. How bout the subjects that you like least?)

Math, definitely. That's probably my only one.

#5 (Okay, how bout interests, you've already told me that you're interested in sports,)

Uh huh

(any other interests that you have?)

Well I like uh, outdoors like fishing and hunting and that stuff.

(Okay. And do you have any hobbies?)

Working on cars, stuff like that I guess

#6 (That's certainly a hobby. How bout number six, do you enjoy reading?)

Uh, not as well as the next person. I'll read but I don't like to really. It doesn't stimulate me or anything like that.

(Now you've said that you liked langauge arts, what in it that you like within the language arts?)

I like writing, I like to write stories and stuff like that

(That's great.)

Actually it's my better point when I come to

(Isn't that nice? You know, we have, I remember when I was in Cedar Rapids, we did a lot with writing. I was a teacher and then I was, worked with this project, across many schools and I can remember the stories on the board. Do you remember that from grade school?)

Yah

We all had a little square on the board

#7 (How bout number seven, uh, have you read anything lately?)

I read Jaws and right now I'm reading uh, Heat on the Hoof by Del Roy and um



D.B.
(Who's the author again?)

I, I know it's about Darrell Royal

(And, you'll have to tell me who Darrell Royal)

He's a Texas football coach

(Oh, I see. Oh well, heavens. Do you read, now these are meaty kinds of books to be reading. Do you read fairly regularly?)

I try to

(Okay. I mean, you said that isn't the thing that you choose to do, but it seems to me that you seem to be reading)

When I'm in senior high, my counselor, my teachers, say if you want to go to college you're gonna have to read a lot

(Okay, so you keep)

Trying to get in the mood a little bit more, but I don't like to read.

(Well, D , there may be all kinds of things that open up for you. You know, I mean, there's so many things in this life that you can be happy doing, and it doesn't necessarily have to involve #8 something you don't like to do, so, how bout number eight, has there been a special influence on you in your family?)

(Has there been someone who's been a model for you, an older brother or your father, or)

Not really, not really.

#9 (How bout special opprotunities that you've had? Now that could be a job, it could be travel, it could be um, special things, that you, you told me earlier that your fourth grade teacher was particularly helpful to you in terms of sports)

Yah he was and then Mr. Wilson, they were. I really haven't seen much of the country or anything like that

(Uh huh)

I hope to, one of these days

(I'm sure you will. Is there anything else that you could consider a special opportunity in your life?)

Yah, I get my job over here. They work around me a lot. Real good people to me.

(Where do you work?)

Over at High V on First Avenue.

(Okay. How many hours a week do you work?)

D.U.

Right now during basketball I usually work about ten or twelve, just on the weekends

#10 (Okay, and how bout number ten, what makes you do things? What motivates you?)

I guess it's just cause I don't like to sit around. My brother and sister both got a stereo, whenever I want to listen, I usually don't listen like that very long cause I just get bored. I like, I gotta always be doin something

#11 (Uh huh. You were kind of an active little kid as I recall. How bout number eleven, if you could change school, how would you change it?)

I think I'd change some of the policies the administration has, like uh, I like the policy like attendance, so forth and stuff like that, but this act war, there's two different groups in school---one's the long hair and one's the athletes. Uh, I don't like that. The long hairs have their own little territory, when you walk through there you get hassled and everything. When you're only a little sophomore that kind of gives you the shakes a little bit

(Uh huh. Now what year are you now?)

I'm a senior now

(Uh, is that an administrative policy do you think?)

Well that isn't really the administration, but they could change it. They could split it up a little bit.

(I see. What would you think they might do?)

Just do down there, keep that off guards or something. Limit it to the noon hours. When you walked in you wouldn't get taunted or sworn at or whatever

(Now, is this, is this, actually a physical place in the school, where you have the long hairs in one place and)

Yah. Usually it's right down by the cafeteria, but it's static. Really terrible

(That would be embarrassing I think)

I know when I was a sophomore I was afraid to walk through there really, cause I was the tallest one and they used to all jump

(I can imagine. D , you will find when you get to college and you're playing basketball that, that, your height will be such a magnificant advantage, that all that will take into the background)

That's what everybody keeps saying, you gotta be proud of your height.

#12 (I'll say. Gee, what a tremendious advantage it'll be. What are some of your values, number twelve? If you talking to somebody from another world what you thought was important in this or





to me?

(Uh huh)

Oh, my ma, for one thing, cause she brought me up all the way. My uncle, he always takes me places, and stuff like my dad didn't do

(Now, is that financial, because your dad couldn't or)

Just didn't have the time I guess. My uncle, when was a little kid, he used to take me fishin and stuff like that, I couldn't go by myself. But not really, my own value's myself cause I do almost everything myself. Except for, I go out with the guys at school, stuff like that. I got a girl friend, I go out with her once in a while

(So she's probably important to you too)

Yah, I guess a lot. Her parents, they're really nice.

(Anything else that you consider an important value in your life?)

Well, I guess my job, my first job, and my car, the first big thing I ever bought. My health.

#13 (Number thirteen, do you consider yourself to be a person who expresses perseverance?)

(Can you hang in on something?)

I think I can, usually when I get into something I like to know what I'm talking about. I realize, I stick right with it. Even if I, if I know I'm wrong, I'll admit it. And say when I made my fault. If I don't think I'm wrong, I'll keep tryin.

#14 (Good. That's wonderful. How bout number fourteen, have there been strong influences on you from people your own age?)

You mean on what to do?

(It could be, yah)

Well, not really in my past. Like this year there has been cause I'm gettin a lotta letters from schools, scholarships, you know, tellin me I can go here and I can go there, that's probably the only way

(Uh huh)

but older people, they say what would be nice college, but they don't say go here.

#15 (Okay, good, well I'm turning over here now to number fifteen, what are your career plans?)

To go to college and to study secondary education.

D.U.

(Good. Have you thought about coming to Indiana?)

Well I got a letter from there, but I don't know. They got a pretty good program. It'd be hard to get in. They got a lotta good guys, just sittin on the bunch.

(Yah, well, that's certainly true, but do you consider yourself a pretty good player?)

Yah, I think so. I know I'm the best here in Cedar Rapids, one of the best in Iowa.

(Is that true? Oh, D. , why it's an honor for me to be talking to you. That's great. ( uh, I do not have tickets to the basketball games down there, but it's a tremendously exciting thing to see that team do what it's doing.)

I know they come up to Iowa and play on the twenty ninth. I have a coach, I've been down to a couple games already, he's taken me down there. He want me to come down there and watch. I'd just like to see Bobby Knight.

(I'm sure you would)

Cause he's a legend in his own time,it seems like

(Yah, well if you come down at any time and if I can be of any help to you, I might give you my name and telephone number and you can call me there and we'd be glad to help you out in any way you could. It's a wonderful school, we can certainly vouch for it. There's a very fine secondary ed program, so in terms of those things, give it some thought. Now bout, number sixteen, number #16 of children and adults in the home? Now, your mother and father,)

My dad doesn't live with us

(I see, okay.)

Well my sister, she's nineteen but she's still my sister, just her and the dog

(Well that might be questionable at some times, but so, you have a sister who is nineteen,)

And a brother who is sixteen

(Okay, so you're the middle, right?) #d

Yah

(Now, you said that your dad does not live with you. Are your parents divorced?)

Yah, they're diverced.

(Okay.)



D.U.

Have been for about fifteen years I guess

(Okay. Has your mother had to support the family then?)

All the way, all the way.

(Boy. Now if I, I would like very much to talk to parents, and what I'm trying to do is to call late afternoons and evenings, would she be home do you think, tonight for example?)

Yah, you'd probably have a better chance in the evenings

(Okay. What time does she get home usually?)

About six, six-thirty I guess would be a good time.

#17 (D. , number seventeen, what qualities do you express which you think have been valuable to you in school?)

My uh, athletics, definitely. Cause that'll get me my education. If I can get my four years of college,

(Uh huh. Now, what qualities make you a good athlete?)

I don't know, I guess to want to learn, to want to win I guess. I know a lotta years I've been with the, until I got to Jefferson, my teams were never really that good. But when you get to senior high, there's a lotta difference. They want you to win, there's a lot more to it. And I guess when you get to college it's a lot

(Well, it's just another step. You're ready for it at that time. You'll go into it as a freshman, and there'll be just so many things you'll have to learn, but you're ready for it at that time. So, #18 is there anything else that you think, number eighteen, might have been influential in affecting your school standing?)

(About what do you think your grade point average is at this point?)

It's about three-three.

(That's wonderful, and do you think, what do you think may have influenced that?)

Well, my sister was real smart, my brother is real smart. I just didn't have it all together like they did I guess. They influenced me because they would come home with the B's and A's, bac in Grant, I'd come home with the C's. I kinda got my head together.

(That's wonderful. How tall are you?)

Six-ten.

(Are you really?)

Uh huh

(My gosh, that's wonderful. I've never met anybody who was six-ten. I'm delighted to be able to talk to you. I)

267

C.W.

(C , what do you remember about first grade?)

Not too much.

(Do you remember where you went to school?)

Yeah, at Fillmore. My teacher's name was Mrs. Hilden.

(I remember her. I do indeed. How did you feelabout grade school generally?)

I liked it.

(What do you remember about it?)

What do I remember about it?

(Huh, huh)

Anything at all?

(Yeah.)

Oh, wow. I remember as far as being divided up into groups. and having individual help according to our level of learning. I think that was in 2nd grade.

(Do you remember which group you were in?)

The second from the top -- the average group

In third grade I was put into the top group.

(You just crept right up the ladder didn't you?)

I remember all of my friends.

(Oh, I'll bet you do)

(Do you remember anything about any teacher

Yeah, my second grade teacher, Miss Howe. She was one of my favorite teachers. Because she was just really nice to me. Like I'd stay after school and help her with different chores and things.

(It was nice for the teacher too.

Kind of made friends with her. I never had no teacher I didn't like. I liked them all.

C.W.

(And were you at Fillmore all the time?)

Yeah, uh, huh.

(OK)

(How have you felt about high school?)

I like it.

(And what subjects do you prefer?)

I don't really prefer any in particular. I like them all

(Which ones do you think you do best?)

Mmm. Social studies.Language arts.

(And which ones do you think you don't do so well in ?)

Well, right now I'm in the top math class and I

have a hard time keeping up a lot. Because we go at a extra..

(hmm hmm)

pace--extra speed.

(Are you pretty much in top groups then?)

Yeah.

(that's great)

(HOw about things you like to do--#5 Interests, hobbies)

Well I'm involved in music.

(What do you play?)

I play the flute

(My husband's a musician so--

(In band or orchestra?)

In band. And I like to go out for plays when I can.

(great)

I have parts in those. And right now I'm in Hilltop Singers

--a singing group here



C.W.

(What part do you sing?)

Alto

(Do you have any things you do at home--hobby kinds of things?)

No, I'm busy enough

(yes)

(How about reading. Do you enjoy reading?)

Yeah, I don't do alot of outside reading)

(Yeah's a time right now when you don't have the time to do that.

What have you read? What's the last book you read?)

A, Flowers for Algernon

(Hmm, what's that about?)

A retarded guy who they

-scientists have discovered new ways of making them into geniuses--

retarded men-they've never done it with any human being--and so they

chose this Charlie as a project then he becomes a genius, but then

after he becomes a genius he regresses back into becoming retarded

And it's like in a diary form--every day he puts his feelings down

and

(That would be moving)

(How about #8. Who in your family has influenced you most-- in school

I think it was my mother. She took interest in what I was doing

whenever I talked to her.

(How would she express that?)

Oh, like

(She'd listen to you, for one thing probably)

Yeah, and I'd tell her about different classes

They really have a hard time helping me out with anything. A

couple of times I might ask them (when I had homework) but usually

they can't answer what I

(Well, somethimes listening means an awful lot. If you even have just the chance to talk something out--and then somebody else can say, oh--and then suddenly a thought will occur to you that might give ('ing') sense of direction about it.

Have you had any special kinds of opportunities. # 9.)

Such as what?

(Oh, if you go to the library regularly. Have you taken trips

Do you have a job?)

Yeah, I work as a waitress at a seafood shop.

(Mmm Is it good?)

Yeah

(I'll be in town for a few days, what's the name?)

Long John Silvers

(Oh, good. We've patronized them in Bloomington, Indiana.)

I hope to become a nurse. Right now I hope to be going into the nursing field. And I applied for a job at the hospital as nurse's aid, and they called me back last week for a second interview. I'm waitin' for a phone call..

(that's great)

..see if I got the job

(And # 10...what makes you do things..most---is it something inside, or do you do it because you want to succeed... or somebody pays you.. or they kick you in the pants.)

I think it's that I want to be satisfied within myself the fact inside myself

(hm,mh)

what I'm doing--I when I don't do things up to my capabilities ever

I feel let down





and discouraged. I think a lot of it is because--well, I've accepted Jesus Christ as my personal saviour and I feel that He wants to win and to keep ahead

(Isn't that a wonderful thing)

yeah,

(that's great)

(If you could change school, is there anything you would do to change it?)

I would like to get more kids---more involved with school--and like now a lot of them just don't care and and they just kind of cut out and go to the minimum of what they can.

(So, you'd like to heal the "don't care attitude.")

YEAH

(Yeah, it's so important to care, isn't it?

Well, you've already told me that an important value is your sense about the religion in your life)

Yeah,

(Are there other things that you have that you think are important values?)

Well, it goes under religion---it's love. I think that's one of the greatest motivationsyou can have

(That's great)

(that really communicates doesn't it? How about #13..perseverance. I think you've already told me that you're able to hang in on things

What do you hang in on best?)

What do I hang in on best?

C.W.

I think the fact that sometimes I am alone by myself in different opinions and everything and I kind of stick ahead with myself and really don't want to conform to the crowd-and it gets lonely (that's important and you can do it..because I've done it

(How about # 14. Have there been frieds that have influenced you a lot?)

OK, yeah that we I've gone along with, but there are a lot I've lost that have gone the other way .. and that was when our friendship ended

(Well, the wonderful things about friends and people is that there are always more and there are many that have the same values you that you do and you just keep looking for those and that's what really satisfies you)

It helps to have someone to talk to

(right)

Espescially with thing within ?

(Right)

(# 16. How many children and adults are there in your home?

four children and two adults

(So you have a mother and a father, and how many brothers?)

One Brother

(And two Sisters) (Said togher)

(And where do you fit in all this?)

I"m the second to the oldest.

(OK)

(And again, you told me some of the things that would fit in the heading of qualities you express which you think are valuable to you at school. Can you think a little bit more about how some of there are)



C.W.

Just the fact that I 've been able to figure things out

You know, within my own self..and become independent so that when I do get out into the world it won't be a big shock

(Cr : you'll do just fine . Now, that last one has to do with things that have been influential and effective as you've gone through school)

(Other students that at the top I wanted to be in the top with them. I admire those that are at the top.

Then teachers help too.

(Well, it's been a pleasure talking to you)

B.W.

(B , do you remember anything at all about first grade?)

Not an awful lot except that I was kind of excited, and a little scared when I entered into elementary school. But as far as education, and teachers, not too much.

(Do you remember what school you went to?)

Cleveland

(Oh, I used to come around and see you. You probably don't remember me.)

No, I don't.

(And, how did you feel about grade school generally?)

Oh, as I said, when I first entered I was real excited about it. I think I got some out of it, not as much as I have out of junior high and high school. I think elementary school is, you know, getting used to what's going to happen in the future, junior high and high school--making friends

(Um. Is there anything that stands out to you in grade school? Like, I was in a play in second grade and I had a real good art teacher in third and I did a lot with multiplication tables in fourth and we had a thing on folk tales and Greek myths in sixth and that sort of thing.)

Well, as far as the athletic side of it, I was, I don't know, I was up there, I was pretty good, I was a star in athletics--back in those days

(In grade school?)

In grade school.

(Oh, really? What did you do?)

I was pretty quick then, I was fast. I was interested in football and basketball.

(How you say in those days you were. Are you not now?)

Oh, I've, I'm fair now. I'm a little midget around here, compared to most people. As far as academically, I think the thing I like to do most is write. I loved to write then.

(How isn't that interesting. How did that get started, do you suppose?)

Uh. I was inspired, I think it was like in second or third grade. We always had to write stories up on the chalk board.

(I remember.)

And one day I wrote a good story and the teacher and everybody



B.W.

said it was a real good story, and laughed and said it was a real good story. And I think that's probably how it started.

(Isn't that great? And you've been writing stories ever since?)

Yah,

(And you want to go on and be a writer)

Yah, I'm on the newspaper staff now.

(Oh that's great.. That's wonderful. I've got a question over on the other side that I can just jump to right now.

#15 Do you plan to go to college?)

Yes.

(And uh, what would you like to major in?)

Uh, I come down here in the counselors' office and look at all the occupations they have. Right now, there's three categories I'm fairly interested in. One's writing, that's tops, and after that, probably, I'm interested in science and I wouldn't mind going into the field of dentistry. Last term I took a course in psychology and I thought that was pretty interesting. But psychology isn't a real broad field right now, so I don't know.

(Well, you go on. There are lots of opportunities in each one of these. And you'll go on, there are lots of directions that you could go in terms of writing, so uh, the experience that you've had working on the newspaper, I know I did that when I was in high school. I was managing editor of the paper, you know. It was just great, I loved it. Uh.

#4a what kinds of things, what subjects then do you like most, besides writing?)

Uh, well the language arts and next comes, oh, I'd probably say science, and math's last.

#4b (Okay, math is the least liked.)

Right. Some math I can get along with pretty well, and some math is, it's just not my bag, I guess.

#5 (How bout things that you like to do outside of school? Hobbies and interests?

Oh, I like to boat, boating, and skiing, snow-skiing

(Where do you go for that?)

Coralville ~~Coverie~~ Reservoir. Tennis, golf. I try a bit of everything.

B.W.

#6 (Do you like to read?)

Yes, I do. I like, uh, lately I haven't read. I was in DIR last term and

(What's that?)

Directed Individualized Reading

(Oh great, uh huh.)

And I read a lot of books then. Now I've kind of tapered off and spent more time writing

(Are you reading anything now?)

Uh

#7 (Books that you've enjoyed lately?)

I can't remember what book I finished last. Oh, well the only thing I can think of right now, is I'm in American lit class and we're studying American literature and I think the last thing I read was Huckleberry Finn. And you know when we started that book you think of it, Huckleberry Finn? We're in high school now but actually it's a pretty difficult book once you start going into it.

(Right. And there's so many different levels to it.)

Yah, many levels.

#8 (How bout people in your family who have influenced you?)

I'd say my mother's on top of that. She's, she's pushed me. I think I'm what they call a late bloomer. In elementary school, I don't know, if I was scared, if I was a little psyched out, or if I just didn't have it, but I didn't do real well in elementary school. And then around in seventh, eighth grade, my junior high school year, I started coming around pretty well.

(You're thoughtful cause you talk slow enough so that I can write it all down. That's great. Um, what kinds of
#9 special opportunities would you say you've had? Now that could be anything you've done in summers, or things your family does during the year, trips you've taken)

Florida. The past two years we've gone to Florida, which really wasn't my mom and dad's idea, we were kind of pushed by some people that had been wanting us to go down to Florida that live in Iowa City and two years ago they finally convinced my mom and dad to try it out. We went down there the first year and we liked it so much that this year we went down again. And

(Any other kinds of things that you've done or)



B.W.

Oh, well, as far as trips, last summer one of my real good friends and I and his parents, we went on a trip through Wyoming, the Tetons, Colorado, Utah, and I think all together we went about five thousand miles, saw a lot of the west.

(Did you like it?)

Yah!

(Did you write about it?)

I'd love to live out there!

(That's great country. My home's Seattle and we, as I've gone out there I've gone through that part of the country a lot.)

That's my dream!

#10 (That's just great. What makes you do things the most? The word is motivation. What motivates you?)

To do anything?

(Yah.)

I don't know, just to be able to complete it, to finish it and to do well in it.

(So it's really the satisfaction of feeling well.)

Satisfaction. I always like, you know when, I'm kinda of a perfectionist. I've turned into a perfectionist and in some ways that can be bad cause sometimes when I don't do something right, or something goes wrong I kind of hate myself on the head for doing it and hurt myself a little. But

(That's all right, it's a quality that will serve you well as you go along, so hang onto it. If you could change
#11 school, how would you change it?)

Oh,

(Your answers are confidential)

I don't know what to say about it, I like it the way it is right now. I suppose if I wanted to make it a little more liberal, a little more free

(Do you have any ideas about where you'd like to go to college?)

My mom, my mom's kind of been pushing me to go to [illegible]. But right now, Iowa's on the top of the list. And after that, if I do well on the ACT's and my grades have been good enough, I'd really like to look into Colorado State.

B.W.

(Well, they've got a top-notch writing program,)

Yah

(Down at Iowa, out at Colorado, so you, know, you've got two good choices there. What would you say are some of the
#12 things that you value the most?)

Friends. I think you've got to have friends or you'll be in trouble. And then, let's see, being, I think, you know having the privilege to go to school and not just for academic wise, but all the other things that go with it, as far as sports, and all the other activities that go along with it, cause a lot of your life's gonna be school

(Are you a person, now you've obviously over the course now of eleven years, stuck to school and just doing things that you needed to do in school very well. The word perseverence often describes a person who can stick to things pretty well. Do you consider yourself to be a person
#13 who expresses perseverance?)

Yes, I think so.

(And what areas particularly?)

Um, the writing area, the reading area, and athletic area.

(Okay, good. Would you say that there had been strong
#14 peer influences in your life?)

Yah. I think so.

#16a (How many people are in your home?)

Five.

#16b (And, that's a mother, father)

Three brothers, counting me.

#16c (Three brothers, one sister,)

No sisters

(No sister, okay. That adds up to five, doesn't it. Where
#16d do you fit in that?)

I'm the number one son.

(Number one son. And you told me already that you were a perfectionist, you've told me that you'd like to write, that you like to write and that tells me that you're, uh, that you're individualistic, that you really quite independent, that you're doing things cause you like to do
#17 Are there any other qualities that you think have been valuable to you in school?)



B.W.

I don't know, I'm, I care a lot about people. There's a lot of my friends, who you know, I don't think they do it seriously, but they kind of kid and tease and talk behind their back I don't know, it's just my nature to be a good guy. Maybe sometimes, sometimes I think I should be a little bit meaner, maybe that'd get me somewhere but I think

(Oh, don't be mean)

but it's just my nature to be, you know, I don't like to be

(That will serve you very, very well. How about things, as you look back over your total school experience, again, you've told me that your mom was very, very important in influencing you, have there been any other influences that
#18 you think have affected your school standing?)

I think, my mom helped me, but I think it was me, a lot of it. There's always been something inside of me that says I'm going to have to, I don't if it's cause I'm thinking ahead into the future, or what, but there's always been something in the back of my mind, that says I have to do well in school, for some reason

(Great. So in addition to all these other good things, you're self-motivated. That's great. I appreciate it. I enjoyed talking to you and I wish you all the best.)

Thank you.

(Wish I could see all of you more.)

How many people did this?